DOCUMENT RESUME

ED 400 677 FL 023 984

AUTHOR	Rosenbush, Marcia H., Ed.
TITLE	Iowa FLES Newsletter, 1985-1995. A Newsletter for Teachers of Foreign Language in the Elementary School.
INSTITUTION	Iowa State Univ. of Science and Technology, Ames. Dept. of Foreign Languages and Literatures.
PUB DATE	95
NOTE	277p.; A total of 30 issues.
AVAILABLE FROM	Iowa FLES Newsletter, Department of Foreign Languages and Literatures, 300 Pearson Hall, Iowa State University, Ames, IA 50011.
PUB TYPE	Collected Works - Serials (022)
JOURNAL CIT	Iowa FLES Newsletter; v1-10 1985-1995
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Class Activities; Classroom Techniques; Conferences; *Cultural Education; Curriculum Development; Educational Opportunities; Educational Planning; Educational Strategies; Educational Trends; Elementary Education; Extracurricular Activities; Federal Aid; *FLES; Food; French; Games; German; Grants; Higher Education; Immersion Programs; Instructional Materials; *International Studies; Language Teachers; *Multicultural Education; Nutrition Instruction; Professional Associations; Program Descriptions; Second Language Instruction; *Second Language Programs; Simulation; Spanish; Statewide Planning; Summer Programs; Surveys; *Teacher Certification; Teacher Education; Trend Analysis
IDENTIFIERS	Iowa; Total Physical Response

ABSTRACT

The first ten years (30 issues) of the newsletter for Iowa teachers of foreign language in the elementary school (FLES) contain a variety of articles on both curricular and extracurricular FLES programs and teaching. Topics addressed include: teacher certification; summer language camps; multicultural education and cultural awareness; program development; program articulation; pupil pairing across age groups; a survey of Iowa FLES teachers; bringing FLES into the curriculum; classroom games; professional networking; summer teacher training opportunities; program design; Total Physical Response; simulation of a flight to Germany; lessons from an immersion program; extracurricular FLES; student motivation; Iowa census data on FLES programs; international studies; a program integrating language, art, history, and poetry; state foreign language education policy formation; attitudes toward FLES; special needs education; the FLES teaching experience; instructional units and class activities; integration of language and culture in the classroom; Japanese FLES instruction; research on FLES benefits; sign language to enhance second language learning; business support for FLES; and making a conference presentation. Professional association news, professional and conference notes, and book and materials reviews are included. Most articles are not language-specific; instructional materials and teaching resources reviewed refer primarily to French, German, and Spanish. (MSE)

ED 400 677

Iowa FLES Newsletter

A Newsletter for Teachers of Foreign Language in the Elementary School

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IOWA**FLES**NEWSLETTER

A newsletter for teachers of Foreign Language in the Elementary School

Volume 1 Number 1 Spring 1985

FLES Certification for Secondary Teachers: An Idea Whose Time Has Come

The tide of public interest in the instruction of the modern languages ebbs and flows. Those of us who are attuned to this sort of fluxile alternation have perceived more ebb than flow over the last two decades, but recently there have been numerous harbingers of a turn in the tide. Not only have voices of public figures, such as Illinois' Paul Simon, been raised on behalf of language study, but programs in elementary schools around the nation have demonstrated achievements that are solid and impressive, if still not sufficiently wide-spread and consistent to justify their being considered an integral part of American education.

Public Support. How much public support is there for FLES? Perhaps it is broader than we might think. Peter A. Eddy (1980) (Foreign languages in the USA: A national survey of American attitudes and experience. Modern Language Journal, 64 (1) p.59) cites a University of Michigan Research Center survey, taken in 1979, which indicates that over 75% of a nationally representative sample thought that languages should be offered in the elementary school, and 40% that they should be required. (90% believed they should be offered in the junior and senior high school; 47% that they should be required.)

Public support may be broad, but we very much doubt that it runs very deep, and especially here in Iowa, where a recent Des Moines Register poll (Zucker, G. K., Bagg, G. C., & Gates, M. D. (1984). Building community support through a Spanish FLES program. Hispania, 67 (1), 105-108.) indicated that Iowans would cut foreign languages before anything else in the curriculum. (Would the results have been exactly the same, we wonder, if those polled had been asked about "modern" rather than "foreign" languages?)

Conclusions Applicable to FLES Programs

If the data on which we must depend are in themselves somewhat confusing and contradictory, what conclusions are we then to draw?

First, we must recognize the importance of extending language into the elementary school, and the necessity of moving in that direction whenever any opportunity presents itself. The chronic instability of language programs in this nation is due above all to their top-heaviness, to the lack of a normal pyramid where many study the basic skills in which a few later will excel. Some of those Iowans who indicated that languages should be the first to get the financial ax may well have done so for a well-founded reason: the realization

Continued on page 4

The Editor Writes . . .

Welcome to the Iowa FLES Newsletter! Judging from the number of requests received for the newsletter, there is an important need in Iowa for a communication link among those interested in FLES. This newsletter proposes to encourage the growth of quality FLES programs through the following:

1) Informing FLES teachers about issues important to FLES in Iowa and in the nation.
2) Helping FLES teachers discover their common goals, priorities and accomplishments.
3) Informing FLES teachers about opportunities that exist for their growth and development.
4) Calling attention to, and providing recognition for, outstanding performances by individuals and programs.
5) Providing a means of information gathering and reporting on FLES programs in Iowa.

In this first issue I call your attention to the article by Hawley and Oates which addresses the important problems in Iowa of FLES teacher availability and certification. Two successful summer FLES programs are described by Furr and by Baker and Pacha; and there is a description of Ankeny's award winning FLES program. The names and addresses of the authors are included at the end of each article so that you can communicate with them for further information.

A regular feature of the newsletter will be the FLES Literature and Materials Review which will provide you with sources for information about FLES. Also note the article about Culture Kits which are available to Iowa teachers. Readers are requested to send ideas for future articles to the Editor, and are also invited to communicate their questions and concerns about FLES.

FLES Language Camp Started in Iowa

"Come to Spanish Camp! June 5-11 at Camp Wapsie Y, for children who have completed grades 2 through 6. Participate in all the regular camp activities while you learn Spanish."

We are two high school Spanish teachers who never expected to become involved in teaching foreign language at the elementary level--much less organizing a full week camp experience to teach Spanish to younger children. However, we wanted our own daughters to learn Spanish. Distance and cost prevented us from sending them to Bemidji, Minnesota, to Concordia Language Village. So we organized our own Spanish camp. Our goals were:

1) To provide a positive first experience with foreign language
2) To create an awareness of cultural differences and an appreciation for them
3) To use the language in everyday activities.

The camp setting and activities were excellent. The children had plenty to do and excellent opportunities for using their Spanish in their regular day-to-day routine. It was a wonderful, natural way to learn a foreign language.

Our intent was to keep everything oral so kids could learn by repetition, the same way they learned English. We planned three 30-minute sessions of Spanish daily, when we would introduce pattern sentences to be used for that day. We found that the reinforcement which occurred during the regular camp activities was as valuable as the 30-minute structured sessions. Meal times, when we could talk about food, clothing, and the events of the day, were the most valuable reinforcement periods we had.

One activity which we used to encourage the children to use their Spanish was the button reward. Each morning in our first Spanish session, we would give the children a pattern sentence or question. If a child said the phrase correctly to one of the adult counselors at a certain time of the day, she or he would receive a button with a Spanish saying on it at our evening gathering. The children never knew which counselor was "the one" for the day or the time the phrase was to be said. As a result, they repeated the phrase throughout the day, learning that pattern sentence very well.

Our evening gathering was used to discuss the day, play reinforcement games, show films, and tell stories. Perhaps the children's favorite activity was the bedtime story. Each evening we gathered all the children into our room. One of the counselors would read a story in Spanish, and the others of us would act it out. Never have actors had a more appreciative audience!

We planned all our own crafts, making *pinatas*, *ojos de Dios* and big paper flowers, as well as decorating *huipiles* with liquid embroidery. The *huipiles* we then wore to our Friday night fiesta. We broke the candy-filled *pinatas*, sang songs we had learned, danced *La Raspa*, ate *tacos* and admired our clothes. We all felt very Mexican that night.

What had we accomplished in our week? We left a positive association with a foreign language. Spanish camp was fun! We opened our students up to enjoy and participate in things Spanish.

Spanish Camp has run successfully for two years. Kent Wymer, the new director of Camp Wapsie, is committed to our idea and is eager to expand it and to offer International Camp including French and German the week of August 11, 1985. He is looking for other foreign language teachers to help in the development of curriculum for the language programs. We are being offered a golden opportunity. If you would be interested in being a part of this effort, contact: Kent Wymer, Camp Wapsie Y, Wapsie Y Road, Coggon, Iowa 52218, phone 319-438-6[illegible]54.

Join us! It's fun! And the reward of being able to enthuse youngsters about a new language and culture speaks for itself.

Barbara Baker and Nancy Pacha, Iowa City Community School District, Iowa City, Iowa 52240.

IFLA Conference Invites Participants

Paul Burrow, President of the Iowa Foreign Language Association, invites persons interested in FLES to participate in the 1985 Iowa Foreign Language Association Conference to be held at the Howard Johnson Hotel, 4800 Merle Hay Road in Des Moines on Friday, October 11, and Saturday, October 12. As was planned last year for the first time, FLES presentations will be grouped into time blocks. This year FLES sessions will be held on Friday afternoon and Saturday morning. Persons interested in sharing their FLES program experiences at the IFL conference are asked to write to **Paul Burrow, Oskaloosa High, North Third Street Extension, Oskaloosa, Iowa 52577.**

Ankeny FLES Receives Awards

The Ankeny Foreign Language Association was pleased to receive an award from Governor Terry Branstad during the annual Community Betterment Recognition Day held October 27 in Ames. The award was received through the Neighborhood Projects category in recognition of the Association's work organizing a pilot program of instruction in Spanish, French, and German for 75 children at one elementary school, September 1983-April 1984.

Association president Shirley Long also accepted the Governor's Leadership Award on behalf of all the parents and tutors who work continually to improve classes and make teaching materials. Both plaques were shown and explained to the Ankeny School Board. The Neighborhood Projects plaque was presented to the City Council and now hangs in City Hall.

Beginning in February, 1984, the Ankeny Foreign Language Association held a series of planning meetings for parents who wished the program to go city-wide. Tutor selection and training, registration and class organization, and making of teaching materials went on throughout the spring and summer. In September 1984, classes for 130 children began in five elementary schools and three private homes and will continue into early April, for a total of 24 lessons each semester. Parents pay $[illegible]5 per semester, tutors receive $10 per contact hour ($7.50 per 45-minute lesson), and each class meets twice a week, either before school, after school, or early evening. The program follows the curriculum guide, *Conversational Spanish for Children*, (Rosenbusch, M. & Graber, A. M. (1982). **Ames, Iowa. Iowa State University Press.) supplemented by**

Continued on page 5

FLES Continuation from page 1

that a system in which two years of a language is taught to a tiny minority of students in a small high school only during their freshman and sophomore years is not cost effective.

The second basic point is that adequate funding is going to be very hard to come by. No prospects of support comparable to what was provided in the post-Sputnik era are now visible on the horizon.

Thirdly, programs must show progress once they are begun, and this means that children must learn to speak French, German or Spanish (or Arabic, Russian or Japanese). Oh, some allowance will be made for first efforts, and for the exploratory "FLEX" classes, but once children have studied a language daily for two or three years or more--and surely this must be our goal--a demonstrable degree of skill will be required. We agree with Theodore Kalivoda (1983). (The priority of conducting FL classes in the target language Hispania, 66 (4) 573-581.) that:

> FL classes conducted in the target language is what the public wants, and it takes no great revelation to determine why. People consider learning a FL and being able to use it functionally as synonymous. And if functional skills are to be acquired, they must be supported by an atmosphere in which the FL dominates, in both teacher talk and student talk, in the advanced as well as in the beginning class (p. 573).

And that applies to all levels, from elementary through university.

Finally, it is good to be able to take into account one very positive factor: that the level of teacher proficiency, although still not all we might wish, has improved enormously since the last great flood tide poured major financial resources into our educational establishments for language learning. Not all those efforts, nor all those which have occurred subsequently, were in vain. Consequently, we have, in Iowa schools and throughout the nation, many teachers who possess the pedagogical and linguistic skills necessary for solid accomplishment at both the secondary and elementary levels.

Past Failures

It is important, from the outset, to avoid repeating the failures of the 1960's during which area-wide and state-wide programs were set up without the availability of qualified teachers. We vividly remember our own personal experiences on opposite coasts--in Massachusetts and California--in which programs were set up which consisted of daily television presentations plus classroom practice. These were initially quite appealing to the pupils involved. The classroom teachers, however, were unable to provide the necessary follow-up. Classes soon were hopelessly behind the television model, and interest lagged.

Teacher Availability in Iowa

There are presently several elementary school teachers in Iowa who are able to offer a modicum of foreign language training in their own classrooms. Having minored in a foreign language during their undergraduate studies, they have sought and obtained permission from their principals to include short FLES experiences for their own pupils. Such efforts are met with enthusiasm by pupils and their parents. Unfortunately, the number of elementary teachers able to do this is quite limited.

In a few areas, such as Ames, Cedar Falls, and Iowa City, the presence of a nearby university has enabled the communities to establish some FLES classes, often taught by university students or staff. In one instance, at the Price Laboratory School in Cedar Falls, a Spanish program includes virtually all pupils from first through sixth grades.

By far the greatest resource for foreign language study at the elementary school level is the availability of certified high school teachers. Many of these teachers of French, German, Spanish, etc., are either part-time or teach some other subject in addition to a foreign language. While some

Continued on page 5

Culture Kits Loaned to Iowa Teachers

Language teachers looking for material to add spice to their classes need to know about the International Resource Center. The IRC, located in the Office of International Educational Services (OIES) on the Iowa State University campus in Ames, loans Culture Kits without charge to schools and community groups.

What's in a Culture Kit? They contain printed material, clothing, arts and crafts, household articles, dolls, and other items which represent a country. The IRC houses kits for 180 countries. Currently there are mailable kits for 7 countries: Brazil, China, Germany, Japan, Mexico, Nigeria and Saudi Arabia. The other kits need to be picked up at the E. O. building on the Iowa State campus. Hopefully, the French Kit will be mailable by fall 1985. Users pay postage, parcel post or UPS, both ways.

Let's take a look at the contents of the German Mailable Kit. There is a notebook containing a variety of printed materials, for example, "Background Notes," "Cultural Differences in Behavior between U.S. and Germany," information on holidays, recipes, ties between Iowa/USA and Germany, songs, currency and stamps. You might use the language cassette tape or the slide set which has a script. There are maps, a flag, music tapes, and children's stories. Hands-on items are dolls, a pair of Lederhosen and shirt, a Dirndl, a lead crystal bell, cooking utensils, a Stein, and a puppet. There's more but you're beginning to get the idea.

All these wonderful things, what does it cost to use them? There is no charge, other than the postage, but you are asked to fill out an evaluation of the kit you use. Reservations are important, too. The IRC has duplicates of some kits but only single copies of others. The mailable kits stay out about 2 1/2 weeks so if there is only one kit, you can see how busy it will be. It's a good idea to make a reservation as soon as you know when you'll need the kit. Call 515-294-1120 or write to the International Resource Center, E. O. Building, Iowa State University, Ames, Iowa 50011. You can also ask for a brochure which gives a complete listing of kits available.

Margaretjean Weltha, E. O. Bldg., Iowa State University, Ames, Iowa 50011

Children's Multicultural Library Program Developed

Public libraries can be the scene of active cross-cultural exchanges for children, with the involvement of elementary, high school, and college students, and other members of the community.

In 1983 the Ames Foreign Language Association began a co-operative venture with the Ames Public Library. Together they developed a multi-cultural series for children, "Earthquest," as part of the library's summer reading program. A different country is featured each week; during the one-hour presentation there are speakers, films, stories read in foreign languages and explained by high school language students, objects to examine from the chosen country, and sometimes clothing to try on or games to play. The library agreed to supply space, publicity, equipment, and materials, but was not able to participate in planning, as summer is the busiest season for the staff of the young people's department.

This is just one example of a library's involvement with foreign language and culture; the possibilities are endless. A film series for children would be easy to arrange: films can be ordered through your public library from the State Library Commission or from your Area Education Agency. (For some there is no charge; others have a $5.00 rental fee.)

Many people from other countries are pleased to have an opportunity to tell a group of children about their homeland. Encourage them to talk about the everyday life of a child: about houses, meals, chores, school, clothing, and pets. Children who attend the program need to hear how they are similar to children elsewhere, as well as how they are different. To find these speakers, look around you; ask friends if they know of someone, ask your children if they have classmates whose parents could make a presentation, or call your nearest college for names of foreign students. For objects to display, the International Resource Center at Iowa State University has compiled Culture Kits. (Editor: See accompanying article.)

Involve as many people as possible. If your library has children's books in the language that is taught at your high school, students in third or fourth year can read the stories with the children, making explanations as needed. You may be able to find a college student who could get summer-school credit for helping you, as an experience preparatory to student teaching. An adult could contact businesses to ask for contributions. (In Ames the Chinese restaurants donated chopsticks for all the children who attended, and fast-food restaurants gave certificates which were awarded to all the teen-agers who helped.)

In 1983 and 1984, the Ames Earthquest series was publicized for children 6 to 12 years of age, but a few junior high students also attended regularly. The best films were those geared to the primary grades, as the younger children soon lost interest in the films for the older elementary grades. In 1985, due to library renovation, there will be two smaller sessions of Earthquest, one for kindergarten through third grade, and the other for fourth grade and older. This will mean longer hours for those presenting the program, but there are two advantages: films suited to each age group can be shown, and junior high students who want to attend will feel more welcome.

One person can make a real difference in developing multi-cultural co-operation with a library; the Ames program was organized and run almost single-handedly the first year. The next year, a precedent had been established, and several people were willing to do the planning and preparation together. If you are interested in getting a program started, be realistic as to what you can achieve the first year, and begin by writing a letter to the director of your library, setting forth your proposal as completely as possible. Another possible approach would be to make an appointment and discuss your ideas with the library director or the young people's librarian; be sure to find out the internal schedule of the library. (Are summer programs planned in May? In March? Would a school-year program work better?) If the library staff is willing to publicize your program along with their other activities, it is crucial that you fulfill your obligations. The second year, then, there will be no hesitation about accepting your proposal, and you will be free to expand your offerings as more people become involved.

Betty L. Furr, Ames High School,
20th and Ridgewood, Ames, Iowa 50010

FLES Reviews . . .

Reviews of literature and materials of interest to FLES teachers will be included in each issue. Although the reviews have been divided into French, German, and Spanish, you will find material of interest to all FLES teachers in each section as well as language specific material. If you are acquainted with FLES materials, books or articles that would be of interest to other FLES teachers please send information about them to the appropriate reviewer. If these materials are not available in your public library you can request them on interlibrary loan. Addresses and telephone numbers are included when possible for commercially available materials. (Editor: Thanks to Patricia Westphal for her help in gathering information for review.)

FRENCH: Donna Grundstad, 1814 Flatiron Ave.,
Iowa City, Iowa 52240.
GERMAN: Roberta Grater Ross, 1411 Curtiss Ave.
Ames, Iowa 50010.
SPANISH: (A volunteer is being sought for this function. In the meantime, send information to the Editor.)

FRENCH FLES

Gabet, [illegible] (1983). Espirit Francais. San Carlos, CA: Espirit Francais, Inc., 762 Knoll Drive, San Carlos, CA 94070; (415) 592-0673.

This is a six-volume FLES French program. Each volume is recommended for 30 one-hour classes, although the material would easily adapt to shorter periods. The different volumes are:

1) Book Etoile: For beginners K-3rd grade. Student book contains written exercises, lots of pictures and songs. Teacher guide gives detailed lesson plans and a wide variety of written and oral activities. (30 pages)

Continued on page 5

FLES Certification, from page 4

of them may not be interested in teaching their language at the elementary school level, or be able to work with younger children, others would welcome the opportunity to do so, and would be willing to learn the techniques which elementary language instruction requires.

FLES Certification

The first change to be sought, and one without which very little can be accomplished, is to provide for the certification of language teachers by the state of Iowa in a manner comparable to that presently used for other specialists, such as art, music, and physical education. The present system, which insists that those who would teach a language in the elementary school take all courses required for general certification--including such areas as mathematics and science--yet requires only a minimal amount of preparation in the subject matter, comes close to prohibiting the teaching of any language other than English at that level by anyone qualified to do so.

Think Small

Providing that certification could be obtained and permission granted, the aforementioned high school teachers could begin a FLES program in their communities. By selecting, for example, one class and providing 25 minutes per day of instruction, they will be able to utilize their language-teaching expertise more fully, to increase community interest in the study of their language and of modern languages in general, and to give pupils an initial language-learning experience at a much younger level.

Depending on the needs of the particular elementary school, these teachers could either make this experience available to everyone at a given level, say fifth or sixth grade, or limit the exposure to students who have expressed an interest or who are selected, for example, as part of a talented-and-gifted program. A course could be team-taught with a social-studies teacher who would provide cultural, historical and geographical information pertinent to the countries where the target language is spoken natively.

How to Get Started

Teachers who are interested and who have room in their schedules could begin by speaking to local administrators to see if it would be possible to increase their status from, say, 3/5's time to 4/5's time or, in the case of those with other subjects to teach, to increase the foreign-language percentage of their teaching load. If this initial request for a change in their teaching load and/or salary is not granted, teachers might consider offering to teach a course at the elementary level on a volunteer basis during a one-year period. While certainly altruistic, this gift of time and talent may be the key to obtaining an official change in subsequent years.

The goal of the people of Iowa is to utilize their resources fully. This could be accomplished in the area of modern language teaching by providing a procedure for certifying able and willing teachers whose certification is currently limited to the high school. This new certification process should include a course designed to provide insight about elementary-age children and how they learn and a methods course in elementary language teaching, as well as a practical classroom experience. This is truly an idea whose time has come.

D.C. Hawley and Michael D. Oates, University of Northern Iowa, Cedar Falls, Iowa 50614.

Ankeny Awards, from page 2

songs, games, and activities from a variety of sources. The tutors feel a never-ending need for new activities and songs, even though the old ones are much-loved and used by students.

Parents are welcome to attend any or all classes, without additional fees. In December, a family program lasting no longer than one hour, is held separately for each language. Foreign food is optional. The children enjoy hearing other classes and all learn one or two songs as a grand finale.

The Awards Picnic (indoors) closes the program in the spring. Each child is presented a large bordered certificate printed from a parent-designed plate and signed by the tutor and an Association officer. Students then take their families through the buffet lines of foods from around the world prepared (two dishes per family) from library cookbooks, circulated recipes, and old family favorites. Some tutors prepare crepes on the spot. A foreign food and culture fair is planned for the future.

Shirley Long, 306 NW Bayberry, Ankeny, Iowa 50021.

Lost

The Ankeny Foreign Language Association lost their original Articles of Incorporation from the FLES materials display table at the Iowa Foreign Language Conference in Ames, October 6, 1984. If anyone accidently picked them up please return them to Shirley Long, 306 NW Bayberry, Ankeny, Iowa 50244.

FLES Reviews, from page 3

2) *Red Book*: For beginners, grade 3 and up. No separate teacher's guide. Focus on grouped vocabulary. Fewer pictures, vocabulary translated. Fewer activities suggested. (58 pages)
3) *Blue Book*: Second year, or beginners 3rd grade and up. Most of the "Red Book" is duplicated, but with more exercises. (64 pages)
4) *Brown Book*: Third year. Cultural focus with many relevant and interesting activities. (50 pages)
5) *Yellow Book* and *Green Book*: For advanced students. These have not been seen by the reviewer.

Liebowitz, D. G. *Basic vocabulary builder*. Lincolnwood, IL: National Textbook Company, 4255 West Touhy Avenue, Lincolnwood, IL. 60646-1975; (312) 679-5500.

This book has 32 duplicating masters, each containing 16 line-drawings representing basic vocabulary words which are grouped by subject. Also contains a multi-lingual list of words presented and suggested activities for classroom use.

GERMAN FLES

Altman, H. B. (1971). Games for second-language learning: An annotated bibliography of books with special reference to German. *Die Unterrichtspraxis*, IV (2), 126-130.

Continued on page 6

FLES Reviews, from page 5

Seven books are included in this list, all of which contain ideas which could be adapted to teaching any FLES foreign language.

Finochiaro, M. (1960). Teaching English as a second language. Revised and Enlarged Edition. New York: Harper and Row.

FLES teachers should become acquainted with the extensive materials for teaching children English as a second language. This book, by an internationally known teacher, discusses such topics as the use of the school environment as a learning tool, the development of a beginning and intermediate children's curriculum, teaching methods and props, and lesson planning. The list of topics to be covered in the first two years (pp. 65-82) is a helpful guide for FLES teachers and coordinators devising a curriculum to meet their particular situations.

Tiedemann, J. (Ed.). (1981). Wilkommen in Waldesee. Moorhead, Minnesota: International Language Villages, Concordia College. Cobber Book Store, Morehead, MN 56560. (218) 299-4321.

This book contains the vocabulary and grammatical structures used in the German summer language camp. The sequential introduction of words and patterns offers a possible model for FLES teachers. Special vocabulary is given for activities such as cooking, folk dancing, and soccer. The book also contains activities, songs, maps, and cultural information useful for the FLES classroom. A three volume French book is also available. To receive a list of publications available write: International Language Villages, Concordia, MN 56560.

SPANISH FLES

Zucker, C., Bagg, G. C., & Oates, M. D. (1984). Building community support through a Spanish FLES program. Hispania, 67 (1), 105-108.

This article describes a program for the teaching of Spanish by college student participants to elementary school children in Cedar Falls, Iowa. Program rationale and organization, and a description of teaching materials and activities are included.

Schneider, J. M. (1984). PTA and TPR: A Comprehension based approach in a public elementary school. Hispania, 67 (4), 620-625.

This article is a description of a pilot project offering conversational Spanish to second and third graders. The organization of the project through the PTA and the strategy of "Total Physical Response" which is the basic methodology for the teaching are explained. The activities and materials used each week are detailed.

Iowa Humanities Board
A State Program of the National Endowment for the Humanities
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IHB

Marcia H. Rosenbush, Editor
Iowa FLES Newsletter
300 Pearson Hall
Iowa State University
Ames, Iowa 50011

IOWA**FLES**NEWSLETTER

A newsletter for teachers of Foreign Language in the Elementary School

Volume 1 Number 2 Fall 1985

The Editor Writes . . .

For some years, Iowa has been one of the few states without a Foreign Language Consultant or Supervisor in the Department of Public Instruction (DPI), which has made the establishment and maintenance of FLES programs more problematic. Fortunately, DPI recently appointed a Foreign Language Consultant for Iowa, Paul Hoekstra, who introduces himself to you in the accompanying article. We are pleased to note that Hoekstra appreciates the importance of teaching foreign languages at the elementary school level and has attended a FLES workshop this summer to better inform himself about FLES. We welcome him to this position.

One of the concerns about FLES education in Iowa is that we do not know how many FLES programs exist nor where they are located. To remedy that situation, you will find enclosed in this newsletter a questionnaire which has been prepared to gather information about on-going FLES programs. Please be sure that you (or another representative of your program) fill out this questionnaire and return in to the Editor by October 30. A summary of the information gathered through these questionnaires will be printed in a future issue of the Iowa FLES Newsletter. Addresses of existing FLES programs will also be shared in the newsletter in order to facilitate direct communication among FLES program in Iowa. (Thanks to Jim Becker and Paul Hoekstra for their review of this questionnaire.)

An important event in FLES education was the recent Oklahoma conference reported by Walker. Iowa was one of the better represented states at that conference. Attending from Iowa were: Donna Grundstad and Dedi Walker, Iowa City; Toni Baugher, Ankeny; and Roberta Ross and Marcia Rosenbusch, Ames.

Please note the information about the FLES sessions that are scheduled for the October Iowa Foreign Language Conference. Also, in this issue you will be introduced to another Iowa FLES program as reported by Turner.

Meet Paul Hoekstra Iowa's New FL Consultant

As a personal introduction, I will relate my Iowa roots. Born in Rock Rapids, I grew up in Lester, Iowa; Aurora, South Dakota; Nooksack, Washington, and spent 4th through 8th grade in Alexander, Iowa. I spent high school years at Dike, Iowa, where I graduated with three years of French under my belt. Central College in Pella, Iowa, was the family tradition, and I graduated cum laude with a French major in 1969. An NDEA fellowship for my Masters Degree took me to Fayetteville, Arkansas, for study at the University of Arkansas. The program included a month of study at Lausanne, Switzerland,

Continued on page 2

Oklahoma Hosts Important International Conference

The International Conference on Second/Foreign Language Acquisition by Children was held in Oklahoma City, March 29-30, 1985. This was the first conference exclusively dedicated to elementary foreign language that has been held in the U.S. in recent years. The conference was organized by the Oklahoma Foreign Language Teachers Association, the State Department of Education for Oklahoma, the Oklahoma Curriculum Improvement Commission, and East Central University of Ada, Oklahoma.

With the many recent education reports stressing the need for more and longer foreign language study in the U.S., the time was right for such a meeting. That there is great interest in early foreign language education was very evident at the conference. Nearly 200 people, including teachers from preschool through college, administrators, students, and parents from 29 states and two foreign countries attended. Iowa was represented by five teachers from Ankeny, Ames, and Iowa City.

The papers presented were excellent and represented a variety of experiences in foreign language education for young children. Presentations were made on foreign language exploratory or exposure programs - courses which are often taught outside of the normal school day by advanced foreign language students, tutors, or parents. These early-beginning enrichment programs have as a primary goal the development of awareness and respect for other peoples and cultures, while at the same time taking advantage of the child's natural curiosity

Continued on page 3

Hoekstra— from page 1

and I returned to teach French at Greene, Iowa, from 1970-72. I then joined the Peace Corps, and spent a year teaching English at the Institut Superier de Gestion des Entreprises at the University of Tunis, Tunisia. Not able to find an acceptable teaching position on return, I spent a year recruiting students for Central College, Pella. I then was offered the head of the Department of Foreign Languages at Albert Lea Senior High School, Albert Lea, Minnesota.

Five years later I opted for business and was in purchasing for an electronics firm, and trained for international sales. That company found competition from Japan and Mexican-produced relays too stiff, dropped their export plans, and I went on into sales for Pitney Bowes Inc. I retained my love of language and took Spanish courses and taught a French night class. I jumped at the opportunity to have an impact on foreign language study in the state of Iowa. I have always been impressed with Iowa's educational standing. It is a challenge to work towards quantitative and qualitative improvement in foreign language in all of our educational levels.

With that in mind, the "new" area of interest is the elementary school language program. It is not surprising, because we are looking for student proficiency, and to achieve that one needs a longer sequence. That can only be achieved by starting in the elementary school, thus allowing a six-year (or more) uninterrupted sequence. President Regan had declared: "I urge parents and community and business leaders alike to join educators in encouraging our youth to begin the study of foreign language at an early age and to continue the study of this language until a significant level of proficiency has been achieved." (Ryan, G. (1985). Mobilizing resources to create jobs in international trade. Foreign Language Annals, 18 (1), p.76.)

This is an exciting summer. I am currently working on a foreign language career education color brochure, and interviewing Iowa business leaders involved in export. I will be attending a summer three-week workshop on FLES, July 21 - August 10. I will announce the programs available for foreign language support in the fall.

I hope you are engaged in pursuits that are fun and profitable to you. See you in the fall!

Paul Hoekstra, Foreign Language Consultant
Department of Public Instruction, Grimes Office Building, Des Moines, IA 50319

October IFLA Conference

The Iowa Foreign Language Conference will be held October 11-12, 1985, at the Howard Johnson hotel, 4800 Merle Hay Road, Des Moines, Iowa 50323. The following are the FLES sessions which are scheduled:

Friday, October 11
11-12:00 "Building Communication Bridges" - Walter Chatfield and Marcia H. Rosenbusch, Ames.
1:30-2:30 "Highlights from the First International Conference on Second/Foreign Language Acquisition by Children" - Deci Walker and Donna Grundstad, Iowa City.
2:30-3:30 "FLES - How to Get Started in Your Community" - Shirley Long, Ankeny.

Saturday, October 12
10:30-11:15 "Language and Culture: Project Partnership" - Susan Turner, Cedar Rapids.
11:15-12:00 "Culture Kits and Earthquest" - Ames Foreign Language Association, Ames.

For further information contact: Paul Burrow, President, Iowa Foreign Language Association, Oskaloosa High, North Third Street Extension, Oskaloosa, Iowa 52577.

FLES Reviews . . .

Reviews of literature and materials of interest to FLES teachers will be included in each issue. Although the reviews have been divided into French, German, and Spanish, you will find material of interest to all FLES teachers in each section as well as language specific material. If you are acquainted with FLES materials, books or articles that would be of interest to other FLES teachers please send information about them to the appropriate reviewer. If these materials are not available in your public library you can request them on interlibrary loan. Addresses and telephone numbers are included when possible for commercially available materials.

FRENCH: Donna Grundstad, 1814 Flatiron Avenue, Iowa City, Iowa 52240.
GERMAN: Roberta Graber Ross, 1411 Curtiss Avenue, Ames, Iowa 50010.
SPANISH: Elena Vega, 140H University Village, Ames, Iowa 50010.

FRENCH FLES

Asher, James J. (1982). Learning Another Language Through Actions: The Complete Teacher's Guidebook. Los Gatos, CA: Sky Oaks Productions, Inc.
P.O. Box 1102, Los Gatos, CA 95031.

Asher's methodology, Total Physical Response (TPR), is based on the use of commands in the target language. Initially the students respond physically to the commands and do not begin to verbalize until they are "ready". The approach is designed to reduce stress and enhance long term memory. The physical activity also tends to make language learning fun and helps retain the attention of the younger learner. Asher's book explains the approach, presents research data, and also includes plans for a series of 53 lessons. The plans are in English and could be adapted to any language. The methodology may be used for an entire program or can be implemented to any degree within an existing program.

To receive a brochure on this book and other available TPR materials, write to the above address.

Oates, Michael D. (1980). A Non-Intensive FLES Program in French. The French Review, 53 (4), 507-513.

This article presents a model for a non-articulated foreign language experience. Fifteen lessons are outlined and many activities are described, including presentation methods, games, and simple skits. The information given would be very helpful in setting up a similar program, but the activities and techniques described could enhance any FLES program.

Continued on page 4

Dear FLES Educator,

Iowa FLES programs have been called "invisible" because no one knows how many programs exist or where they are located. In order to determine the current situation of FLES in Iowa, the following questionnaire has been prepared. Results of this questionnaire will be summarized and shared with foreign language educators, for example, through the Iowa FLES Newsletter. If you are involved in teaching a foreign language to preschool or elementary school children we invite you to complete this questionnaire in order to help us determine the state of FLES teaching in Iowa.

Thank you.

Marcia H. Rosenbusch
Editor, Iowa FLES Newsletter

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IOWA FLES INFORMATION QUESTIONNAIRE

Directions: Please respond to the best of your ability. You may use an extra sheet of paper to complete your answers if you need more space. So that we assess the information accurately, please arrange to have only one person from each program report the information for that program. If you have questions, write to the address below or call the Editor:
Office: (515) 294-4046 Home: (515) 232-5232

Please return this questionnaire by October 30 to:

Marcia H. Rosenbusch, Editor
Iowa FLES Newsletter
300 Pearson Hall
Iowa State University
Ames, Iowa 50011

1. What FLES program do you represent? (Write in the community and/or school to identify this program.)

____

____

2. Is this program: (Circle one.)
   - a. curricular? (part of the regular school curriculum)
   - b. extracurricular? (uses the school building but not curricular)
   - c. private? (organized privately outside of the school system)
   - d. other? (Specify) ______________________________

3. What is your role in that program? (Circle more than one if applicable.)
   - a. parent
   - b. tutor/teacher
   - c. administrator
   - d. other (Specify) ____________

4. What grade levels of students are in this program? (Write in the approximate number of students in each grade level.)
   - a. kindergarten ____
   - b. first grade ____
   - c. second grade ____
   - d. third grade ____
   - e. fourth grade ____
   - f. fifth grade ____
   - g. sixth grade ____
   - h. other (Specify which levels) ____________

5. Which languages are taught in this program? (Circle more than one if applicable.)
   - a. French
   - b. German
   - c. Spanish
   - d. Other (Specify) ____________

6. How long has this program existed? (Circle one)
   - a. one year or less than one year.
   - b. more than one year but less than three years.
   - c. more than three years but less than five years.
   - d. more than five years (Specify how long) ______________________________

7. How many contact hours per calendar year do the students receive? (Circle one)
   - a. less than 15
   - b. between 15 and 30
   - c. between 31 and 45
   - d. more than 45 (Specify how many) ____________

8. In which part of the year does your program function? (Circle one)
   - a. only in the summer.
   - c. both during the school year and the summer.
   - b. during the school year.
   - d. other (Specify) ____________________

9. How are the teachers chosen for this program? (Circle one)
   - a. written interview only.
   - b. oral interview only.
   - c. both oral and written interview
   - d. other (Specify) ____________________

10. Describe the criteria used in selecting the teachers. (Circle all that apply)
    - a. language ability
    - b. experience teaching children
    - c. certification in foreign language
    - d. certification in elementary education
    - e. other (Specify) ____________________

    ____

11. How many teachers participate in this program?

    (Write in) ____________________

12. How many of these teachers are certified as foreign language teachers in Iowa? (Write in) ____________________

    (or Circle) no access to information.

13. What is the approximate language ability level of these teachers? (Write in how many teachers fit into each category.)
    - a. native ability ____________
    - b. able to converse, read, and write quite easily ____________
    - c. able to converse, read, and write haltingly ____________
    - d. knows only a few words and phrases ____________

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14. What salary is a beginning teacher paid?

a. volunteer
b. $5/hour or less
c. $5 - $10/hour
d. more than $10/hour (Specify dollar amount) ____________

15. What fees do the students pay? (Circle one)

a. none (Specify how the program is funded)
____
____
b. less than $1.00/hour
c. between $1.00 and $2.00/hour
d. more than $2.00/hour. (Specify dollar amount) ____________

16. Does your program provide scholarships for some children? (Circle one)

a. yes - full scholarships are available (Estimate what per cent of the students receive scholarships) ____________
b. yes - partial scholarships are available (Estimate what per cent) ____________
c. no

17. What areas of language learning are taught in this program? Circle all that apply)

a. reading
b. writing
c. listening
d. speaking
e. culture (daily life)
f. other (Specify) ______ ____________

18. What area of language learning is most emphasized? (CIRCLE ONLY ONE)

a. reading
b. writing
c. listening
d. speaking
e. culture (daily life)
f. other (Specify) ______ ____________

19. Briefly describe the methodology of this program (Explain how the above are taught.)

20. What kinds of teaching materials are used? (Describe briefly)

21. At what levels do curricular programs exist in your school system? (Circle all that apply)

a. seventh grade
b. eighth grade
c. ninth grade
d. tenth - twelfth grade
e. other (Specify) ______ ____________

22. Is there adequate cooperation with the curricular foreign language programs available in the upper grades?

a. yes (Describe)

b. no (Explain)

23. How is your program administered? (Circle one)

a. parent volunteers
c. provided by school system
b. coordinator paid by program
e. other (Explain)
____

24. Do you have special problems or concerns about your program not touched on in this questionnaire? (Explain)

25. What is your opinion on certification for FLES teachers?

****

If you are willing to share your name and address with other FLES educators as a representative of your FLES program, please fill in the following information which will be included in a future issue of the Iowa FLES Newsletter. (Please note that your responses on the above questionnaire will not be shared with others, only your name and address as a representative of your program. The confidentiality of your responses on the questionnaire will be respected.)

Name: ________________________________

Address: ________________________________

City: ____________________ Zip: __________

Phone: (   ) ________________________

Program represented: ________________________

____
(Write in the community and/or school to identify the program.)

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Planting Seeds for FLES

Imagine--teaching French languages and culture to an entire elementary school of approximately 500 students! This awesome task is accomplished successfully in Cedar Rapids three times per year with a dedicated team of "francophiles" who offer volunteer time to schools in Cedar Rapids. Each school represents a cross section of the population, including average, gifted, and handicapped children. Lower elementary grades (K-3) receive two 20-minute instructional sessions; upper elementary grades (4-6) receive three 20-minute sessions. No attempt is made to articulate this language teaching with any formalized language curriculum in the school district. There are no texts. Language is the medium through which culture is expressed. Language instructors are native speakers and/or volunteers with extensive travel and study experience abroad. Because this is a community volunteer effort in cooperation with the Junior League and the Cedar Rapids Community Schools, businesses have provided release time for French-speaking employees who wish to participate in the program.

In addition to the French classes, a "culture center" is operated by ten volunteers, two at each of five stations. Prior to the language and culture week, volunteers attend a training session where they learn the objectives and process of each station. Each class of approximately 25 students has a 40-minute session scheduled in the center. The stations include the following activities: 1. Bon Appétit 2. La Pétanque 3. le Savoir-Vivre 4. l'Ecriture 5. le Passeport. Parent volunteers have an opportunity to interact with students in a meaningful way and to participate in the learning process. They witness first-hand the benefits of foreign language learning at an early age and the ease with which children, regardless of their abilities, acquire these skills.

The enthusiasm for participation in the French language and culture unit has resulted in requests from art, music, and physical education teachers to become a part of our "total immersion" language and culture week, in order to provide extending activities to children. Thus, the enrichment concept enhances their classroom experience. Preparation and follow-up activities are provided.

What is the future of foreign language learning in elementary schools in Cedar Rapids, Iowa? As a result of "Project Partnership," the French elementary enrichment program, teachers, parents, and administrators have begun to ask how language instruction can be provided to elementary students on an on-going basis. New enrichment units have been developed in Spanish, Japanese, and Czech. Seeds have been planted. The harvest will be the interest generated in language and culture in our community.

Susan Turner, BE-LINGUAL, P.O. Box 1941
Cedar Rapids, Iowa 52406-1941.

Oklahoma Conference—from page 1

and ability to mimic. These classes capture a child's interest and build enthusiasm for future foreign language study.

Other presentations were made in the area of multi-cultural education. In this shrinking, interdependent world, all people must learn to appreciate and understand the similarities and differences of our cultures. Frosty Troy, the editor of the Oklahoma Observer, who spoke at the conference luncheon, said it best when he said, "Foreign language education takes hate out of people, gives people a chance to fulfill themselves, to know that the world doesn't begin or end in their little area." The importance of this understanding cannot be overlooked. Incorporating foreign language in the curriculum and multi-cultural content throughout the elementary subject areas is an important goal.

Several very practical sessions on methodology and materials were also presented. Saturday's keynote speaker, James J. Asher, San Jose State University, California, entertained the conferees with his exciting and highly successful method--Total Physical Response. This method employs teaching through physical response to commands. For example, the teacher says, "Please stand up," in the target language and the students respond by standing up. As each command is mastered, a new one is introduced. Since elementary-aged children like and need activity, this method is an effective one.

The different types of foreign language experience for children were highlighted by various presenters and particularly by Friday's keynote speaker, Nancy Rhodes of the Center for Applied Linguistics, Washington, D.C. Citing a recent study, Rhodes explained the merits of the various types of elementary foreign language programs - FLES, partial immersion, and total immersion. Findings from this study indicate that the amount of exposure to a foreign language has a positive effect on student performance. Thus, the most dramatic foreign language learning naturally occurs when students have an immersion experience. (See: Campbell, R.N., Gray, T.C., Rhodes, N.C., and Snow, M.A. (1985). Foreign language learning in the elementary schools: A comparision of three language programs. The Modern Language Journal, 69, (i) 44-54.)

Besides these sessions of general interest, there were also sessions on: bilingual education, reading and foreign language acquisition, sign language and the teaching of foreign language, use of television, hemisphericity, and evaluation. All sessions were well attended and enlightening. The papers presented at this conference will be published in the near future in the ERIC system and will be available through your local library. (Editor: Look for an announcement of the publication of these papers and information on how to use the ERIC system in a future issue of the newsletter.)

As informative and inspiring as the sessions were, it was the atmosphere of the conference that was most impressive. There were 200 educators at the conference who are excited, energetic, creative, and totally upbeat about foreign language education. No matter what the situation of foreign language in their area, each had, if not a plan and a program, then, ideas and hope for the near future. The feeling of camaraderie and willingness to share helped make the conference a real success. James Asher said, "The key to this conference is team effort. The social factor is very important. We are inspired by others. For every question asked here the answer is in the room. The power is in the teachers." Let's take that same power and use it to prepare our children for a better, more tolerant and peaceful future.

Dedi Walker, City High, 1900 Morningside Drive,
Iowa City, Iowa City, Iowa 52240

FLES Reviews—from page 2

GERMAN FLES

Kinderduden. Mein erster Duden. (2nd. ed.) (1970). Mannheim: Bibliographisches Institut.

This book, written for German children, is a valuable tool for the FLES German teacher. In twenty-eight color pictures the teacher and students can follow a brother and sister from home to school, town, and farm through the year. With relatively simple text and labeled objects, each picture provides basic vocabulary and sentences for topics of interest to grade school children.

Bergström, G. (1974). Gute Nacht, Willi Wiberg. Hamburg: Verlag Friedrich Oetinger.

Grade school children really enjoy this humorous story of a small boy's attempts to avoid going to bed. Although the vocabulary is not simple, the illustrations and repetitions make the story line quite clear. This book has been a special favorite of most of my students; I highly recommend it to FLES German teachers looking for a book to read aloud to their classes.

Grüger, H. & Grüger, J., (No date). Die grosse Liederfibel. Stuttgart: Europäische Bildungsgemeinschaft Verlags-GmbH.

This 8 1/4" by 10 3/4" book contains thirty-eight German children's songs. The words and melody for a given song are printed on the even numbered page. On the opposite page are illustrations for each line of the song: the figures move up or down according to the melody, and shorter or longer notes are indicated by differences in color, size, or appearance. The ascending and descending movement of the colorful figures provides an effective tool for teaching these songs.

SPANISH FLES

Donoghue, M. R. (1968). Foreign languages and the elementary school child. Dubuque, IA: Wm. C. Brown.

Donoghue gives a history of foreign language teaching in the United States. Rationale for FLES, methods, and resources are presented. One chapter deals with issues such as who will teach a foreign language at the elementary school level and who will be the learners.

Pesola, C. A. (1982). A sourcebook for elementary and middle school language programs. St. Paul, MN: Minnesota State Department of Education, 649 Capital Square, St. Paul, MN 55101. (612) 296-4073.

This book provides an inventory of program options and a descriptive bibliography of FLES literature. Sources of modern language materials which could be helpful to FLES teachers or coordinators are listed.

Howe, E. C. (1983). The success of the Cherry Hill Spanish Immersion Program in Orem, Utah. Hispania, 66 (4), 592-597.

This FLES selection is a progress report of a total immersion Spanish program begun with first and second graders in Orem, Utah in the fall of 1980.

Iowa Humanities Board
A State Program of the National Endowment for the Humanities
Oakdale Campus, Iowa City, Iowa 52242 • Telephone (319) 353-6754
IHB

Marcia H Rosenbush, Editor
Iowa FLES Newsletter
300 Pearson Hall
Iowa State University
Ames, Iowa 50011

IOWA**FLES**NEWSLETTER
A newsletter for teachers of Foreign Language in the Elementary School.

Volume 1 Number 3 Winter 1986

Communication Bridges Developed through Iowa Project

If we don't learn from history, we are doomed to repeat it. The list of reasons for the death of many past FLES programs could be lengthy, but articulation and lack of communication between levels would be very near the very top of the list. Many FLES programs have been formed in Iowa and many are in the process of being formed. These programs are funded through the efforts of parents and community leaders and not by the local school districts. The leadership in these programs changes over the years as the children of the leaders advance through the school system and the parents change their support to their children's new activities. A mechanism for continued support of articulation is needed.

Curricular program teachers are not aware of the content or methods of instruction in the FLES programs. There is concern about how the programs would affect the established curricular program. Negative results through poorly planned FLES programs and duplication of curriculum could also result. Still another area could be the question of how FLES students are handled when they arrive at the established curricular program after having studied under a FLES program for four or five years. The list could continue.

Some way for communication to occur must be established. It should not be from the curricular program down to the FLEX program or vice versa.

The author and Marcia Rosenbusch were aware of the communication gaps involved in both directions, and they, subsequently, applied for a grant from the Iowa Humanities Board to make a study of how to enhance the articulation between the foreign language extracurricular programs and those of the secondary schools. The grant was accepted and funded.

A community with a very active, newly formed FLES program in its second year of operation was chosen for the study. This community had an established curricular program in which all students experience exploratory courses in French and Spanish in the seventh grade, and then could elect to study a foreign language from eighth grade on, for a five year sequence.

The goals of the Iowa Humanities Board project were to: 1) ensure positive experiences in foreign language learning for students from elementary school through high school; 2) sensitize foreign language teachers at all levels to the need for cooperation between levels of instruction.

The objectives to meet these goals were:
1) To establish a working communication bridge between curricular and extracurricular foreign language programs within a community.
2) To work for the mutual understanding and support of foreign language program goals for the

Continued on page 4

The Editor Writes . . .

This issue of the FLES Newsletter is the final one published with funds from the Iowa Humanities Board grant. We thank the Iowa Humanities Board for providing us the opportunity to try out the idea of a FLES newsletter. The many requests received for the newsletter (approximately 500) indicate that there is definitely interest for it in Iowa. Future issues of the newsletter will be funded by grants from the Department of Public Instruction, the College of Sciences and Humanities and the College of Education, Iowa State University.

The names and addresses of contact persons for on-going Iowa FLES programs have been included in this newsletter in order to help stimulate communication among these programs and persons interested in starting similar programs in their communities. These contact persons have completed the FLES Questionnaire which was included in the previous issue and specified that their names and addresses could be shared with others. The information on these questionnaires will be tabulated and shared in a future issue of the newsletter. In order to be sure that we have information on all Iowa FLES programs before we begin tabulation, the questionnaire has been included again in this newsletter. If you have not already completed a questionnaire about your FLES program, please take time to do so now. All questionnaires need to be returned to the Editor by February 8.

Southeast Polk FLES "A beginning . . ."

For the past two years under the classification of "adult education" concerned parents in the Southeast Polk Community School District have begun an unofficial elementary language program. By "unofficial" it is meant that the program in not under the jurisdiction of the elementary curriculum director.

These parents, the majority of which are certified language teachers, have offered a variety of modern languages for elementary students via the current adult education schedule. The administration of the program is handled by the adult education coordinator and the students enroll by mail or phone. Sections of Spanish, French, German, Japanese, and Swedish are offered at six elementary schools. These schools are in the district and the students attend the sessions in the late afternoon.

Each session is six weeks long and the students pay an initial fee of $7.50. The teacher is paid $10.00 an hour. The enrollment is open to fourth through sixth grade students and class size is usually limited to twelve. There have always been waiting lists, since the interest in the classes has been great.

The method of instruction used varies with the personality and experience of the teacher. Basic guidelines have been set by the unofficial coordinator. Generally the audio-lingual method is used with no formal instruction in grammar and written language.

The main goal of the program is to create interest in modern languages and to motivate the student to enroll in the high school language program in the district. And perhaps an unofficial goal might be to create enough interest in the "unofficial" program to make it a part of the official elementary curriculum.

Leslie L. Schrier, c/o Michael Schrier
Central College, Pella, Iowa 50219

ISU FLES Workshop Held

Iowa State University Department of Foreign Language and Literatures sponsored a FLES workshop on Saturday, September 14, 1985, for FLES teachers, program administrators, and parents. The all-day workshop, held on the ISU campus, was attended by approximately 50 persons representing FLES programs in Ames, Ankeny, Gilbert, Southeast Polk, and West Des Moines. Participants were welcomed to the workshop by Dr. James Ruebel, Department Chair. Keynote speaker for the workshop was Dr. Sedahlia Crase, Professor of the Department of Child Development, ISU, who spoke on Guidance in the FLES Classroom.

Workshop participants formed language groups to attend the following sessions: Folkdances from Germany/France/Spain, presented by Carol McGinn, Instructor in the Department of Physical Education and Leisure Studies, ISU; Culture Kits - Functional, Fun, Free (see Iowa FLES Newsletter, Volume 1, No. 1), presented by Margaretjean Weltha, Program Coordinator, International Education Services, ISU; and Original Plays - Superenergizers, presented by Marcia Rosenbusch, Instructor, Department of Foreign Languages and Literatures, ISU.

Participants were very positive in their evaluation of the workshop, noting that the workshop was "stimulating", "relevant", and "very valuable" to them personally.

Humanities Institute Announced

Miami University, Oxford, Ohio, announce Vergil's Aeneid a humanities institute for elementary teachers to be held July 7 - August 1, 1986, at Miami University. Elementary teachers in grades K-6 from public, private, and parochial schools are welcome to apply for participation in the project and the institute. Participants will join Classical and Vergilian scholars in exploring the Aeneid's text and history, the literary interpretation of the poem, the historical, political, mythical, and artistic context of the poem, and the use of humanities text in the classroom. Participants will receive grant awards which include: travel expenses, room and board, books, a $500 stipend, and 6 graduate credits through the Department of Classics of Miami University. During the follow-up year participants will work with a college/university teacher in his/her area in a Mentor Relationship Program. The institute is funded through a grant from the National Endowment for the Humanities Division of Education Programs. For more information and application, write to: Professor Robert M. Wilhem, Director, the Aeneid Institute, Department of Classics, Miami University, Oxford, Ohio 45056.
Telephone (513) 529-3391.

Asher Introduces TPR

On November 8, 1985, the Iowa Department of Public Instruction, together with the Davenport Schools, presented a workshop on the topic of motivating students to learn a foreign language. The featured speaker was Dr. James J. Asher, who explained and demonstrated his Total Physical Response (TPR) approach to teaching languages.

Dr. Asher has determined that stress is a major cause for the high dropout rate between the first and fourth years of language study. The methodology he has developed (TPR) can reduce that stress through a "brain switch". This means presenting information in a manner that is first perceived through the right brain rather than the left brain, as has traditionally been the case.

As we attempt to "teach people to talk" we are addressing the left brain, which is skeptical, defensive, and resistant to what is new and untried. A very simple demonstration convinced the audience of the stress involved in such an approach. Individuals were asked to "listen and repeat" expressions in Arabic. An activity we as teachers feel to be so easy, was enough to divert the eyes of experienced language learners in hopes of not being called on to repeat the unfamiliar sounds.

In place of the stressful "listen and repeat" exercise, TPR begins with the instructor saying

Continued on page 3

Spanish as a Second Language in Elementary School: The Price Lab Experience

When I assumed responsibility for the elementary Spanish program at the Malcolm Price Laboratory School two years ago, our major goal was already clear to me: the children were there to learn to speak Spanish; I was there to teach them to speak. The other skills were important, too, of course, as was an appreciation of the Hispanic cultures; but I was determined that these additional goals must be realized in such a way that they would support and strengthen what I conceived to be the principal objective. I had recently read an article in Modern Languages (Knowles, F.E. (1982). Foreign Languages - What Do We Expect? Modern Languages, 63 (2), p.99), in which the author, Francis E. Knowles, complained bitterly about classes where "there is a tendency to talk more about French, about the French and about France than there is to talk French." In our classes, I vowed, the emphasis would be on speaking about Spain and about the Spanish, and about Spanish America and the Spanish Americans, in Spanish.

The obstacles were formidable: the Spanish Second Language teacher would have over 200 students to instruct; she would have no space of her own, but rather would go from room to room; and the materials available were not suited to the goals and methods chosen.

The first step toward solving these problems was an attempt to establish a healthy peer relationship with the other elementary teachers, whose students and classrooms I would, in a sense, be "borrowing" for one period each day (for upper elementary students) or twice a week (for lower elementary children). Their response has been extraordinarily positive, and I may say in all sincerity that every teacher has made an important contribution to the Spanish Second Language program.

Of special concern to me had been the applicability of teaching principally in Spanish to the lower elementary grades, but this vanished quickly. One does not make miraculous progress in teaching a second language when one is limited to forty minutes per week, but there are compensations. Small children can combine a maximum of enthusiasm with a minimum of inhibition, and their facility for mimicry can be truly astounding.

A special exception to the policy of making Spanish the normal means of communication was made for the first grade, which was treated as a kind of "FLEX" (Foreign Language Experience) class. Here we sought to acquaint the children with the sounds and selected vocabulary of Spanish. We learned the names of the colors and parts of the body, and simple phrases of greeting. We counted and marched and sang and colored and played games most of the time. Of course, all of these involved the use of Spanish.

From the second grade on, however, although most of these activities continued, we have emphasized communication. Students have been asked to carry on simple conversations with the teacher and the participants (who are university students), and with visitors; they have gone to sidewalk cafes and to department stores whose clerks speak only Spanish; they have participated in contests (such as drinking water or pop out of a porron) judged by Spanish-speaking judges; and they have put on skits and prepared bulletin boards.

Experience acquired at the lower elementary level often proved applicable throughout the program. The hints and advice I received from the experience and exceptionally competent teachers there, and the techniques I observed, often served me very well not only at that level, but also in the upper grades, where problems in skill development sometimes duplicated the linguistic difficulties encountered earlier with certain elements of the native language.

One experiment that has succeeded beyond our expectations is something called "Amigos del castellano", so named because the inspiration and example came from a program titled "Reading Friends". Here sixth graders work with first graders--who are their amiguitos--and fifth graders work with second graders.

In order to provide an organizational structure for our program, a complete scope and sequence has been established with the assistance of Professors D.C. Hawley and C. Allen Honecutt, members of the UNI Department of Modern Languages.

These past two years have involved a great deal of experimentation, as well as simple trial and error procedures in the Price Lab elementary program. This has placed us in a real dilemma when teachers and administrators have solicited our advice and assistance, especially when the request was for written materials. In the future we hope to be able to respond to such requests more adequately.

Continued on page 4

TPR from page 2

something like, "Listen to what I say, then do what I do." The instructor then issues commands which call for physical movement as a response (stand, walk, turn, sit). The instructor models the actions as the commands are given, and the learners, as a group, perform the same actions without speaking. Then the group performs without the model and eventually the learners perform individually. Students begin to speak only when they are ready. At that time they will give commands to the teacher and other learners.

TPR activities address the right brain which thinks in visual, kinetic and auditory images, and processes information in a manner that is non-evaluative, non-judgemental, open, trusting and creative, and believes anything is possible. Right brain entry is an effective method of avoiding the stressful resistance often generated through left-brain entry.

Added benefits of TPR include the facilitation of long-term retention and retrieval of information, immediate visual feed-back during practice, and a high level of participation for each student.

For additional information on research, rationale and implementation, read Learning Another Language Through Actions: The Complete Teacher's Guidebook. Sky Oaks Productions, Inc. 1983.

Donna Grundstad, 1814 Flatiron Avenue, Iowa City, IA 52240.

Price Lab from page 3

Believing, with Alice Omaggio (Omaggio, A. (1983). Methodology in Transition: The New Focus on Proficiency, The Modern Language Journal, 67 (i), p. 332.), that "we obtain the best results by using . . . simplified versions of authentic materials in elementary . . . instruction . . .", we hope to order texts written in Puerto Rico and printed in Spain, texts prepared for native speakers but for those at a grade level considerable below that of their readers at Price Lab. If these hopes are realized, we plan to develop suggestions for their adaptation to the American classroom.

Last year we began the preparation of a series of "playlets", or dramitas, each of which served as a capstone to one of our three-week units. The children enjoyed presenting these very much--to their classmate, to lower grades, and occasionally, to university Spanish classes. We will be writing more of these, and can provide copies of the scripts for use in your classrooms. Also, we can lend sample videotapes of our student performances.

Also available next year will be detailed copies of our scope and sequence and a bilingual student evaluation sheet which has been received very favorably by faculty, pupils and parents.

Although we have just begun to develop teaching resources for the Spanish Second Language program at Price Lab, we will be delighted to share what we have done with you. We are still searching for many of the solutions to the problems of learning a second language and would very much appreciate your sharing with us any suggestions you might have for helping to develop successful programs in Iowa's elementary schools.

Argelia Colon de Hawley, Department of Teaching, Price Laboratory School, University of Northern Iowa, Cedar Falls, Iowa 50613

Curriculum Committee for FL Established

The establishment of a Curriculum Coordinating Committee for Foreign Language was one of the results of the passage of a comprehensive package of educational renewal legislation (House File 686) during the last session of the Iowa General Assembly. This committee is charged with the development of a model foreign language curricula integrated from kindergarten through college. The committee of fifteen includes teachers of all levels of the education profession from kindergarten through graduate school, an area education agency consultant, and a school district curriculum coordinator. The two representatives of elementary school foreign language education are: Argelia Hawley and Marcia Rosenbusch. The committee is chaired by Paul Hoekstra, Foreign Language Consultant, Department of Public Instruction.

The committee began meeting in October, 1985, and will conclude its final draft of the model curricula on June 30, 1986. Committee members began their task by studying curriculum developed by similar committees in the states of Utah, California, New York, and Pennsylvania, as well as numerous other publications on curriculum development and foreign language education. The ACTFL (American Council on the Teaching of Foreign Languages) Proficiency Guidelines, which have given direction to all recent efforts at foreign language curricula development, are being studied carefully by the committee. Committee members welcome input from anyone interested in the future of foreign language education in Iowa. Names and addresses of committee members are included here:

Paul Hoekstra, Foreign Language Consultant, Instruction and Curriculum Division, Department of Public Instruction, Des Moines, Iowa 50319.

Richard Murphy, Consultant, Global Education, Area Education Agency 11, 1932 SW 3rd, Ankeny, Iowa 50021.

Diane Gibson, Associate Superintendent, Division of Instruction and Curriculum, Waterloo Community Schools, 1516 Washington Street, Waterloo, Iowa 50702.

James Ruebel, Chairman, Foreign Language Department, Iowa State University, 300 Pearson Hall, Ames, Iowa 50011.

James Pusack, Associate Professor of German, Schaeffer Hall 103, University of Iowa, Iowa City, Iowa 52242

Michael Oates, Professor of French, French Department, University of Northern Iowa, Cedar Falls, Iowa 50613.

John Riessen, German Instructor, Southeastern Community College, Drawer F, West Burlington, Iowa 52655.

Mary Jane Tapper, Spanish Teacher, Gehlan Catholic School, 709 Plymouth Street, N.E., LeMars, Iowa 51031.

Sandy Nyhus, French Teacher, Meservey-Thornton High School, 212 Elm, Thorton, Iowa 50479.

Rosa Bailey, Spanish Teacher, Centerville High School, 10th and Liberty, Centerville, Iowa 52544.

Judy Kading, Spanish Teacher, Bridgewater-Fontanelle High School, Fontanelle, Iowa 50846.

Janet Brown-Lowe, German Teacher, Bettendorf High School, 3333 18th Street, Bettendorf, Iowa 52722.

Dede Walker, Supervisor of Foreign Language, Iowa City Community Schools, 509 S. Dubuque Street, Iowa City, Iowa 52240.

Joan Pace, French Teacher, Neveln Junior High School, 306 SW School Street, Ankeny, Iowa 50021.

Argelia Hawley, Spanish Teacher, Malcolm Price Lab School, University of Northern Iowa, Cedar Falls, Iowa 50613.

Marcia Rosenbusch, Spanish Instructor, Iowa State University 300 Pearson Hall, Ames, Iowa 50011.

Communication Bridge from page 1

various levels of teaching within a community.

3) To develop cooperative efforts in both classroom and special program activities among the various levels of teaching.

The project began with a half-day workshop for all seven of the curricular foreign language teachers and twelve of the FLES teachers. The included activities were:

1) The viewing of a videotape of a model FLES class;

2) A discussion of programs goals and objectives as discernible in the videotape, and as compared with those of the local FLES program;

Continued on page 5

Communication Bridge from page 4

3) A comparison of goals and objectives of the FLES program and the established curricular program;

4) A definition of similarities and differences in goals and objectives among the program types and exploration of the reasons for areas of similarity and difference;

5) The exploration of ideas in which all of the groups could cooperate and improve the programs on all levels;

6) The creation of a communications system between the FLES and curricular programs.

Whole group interaction was utilized in numbers 1, 2, 4, 5, and 6. Number 3 above was accomplished in small groups in which each was assigned the task of exploring the objectives and methodology of the FLES program, the seventh grade exploratory program, and the junior and senior high program. It was in these small group sessions that each program level found out what the other levels were doing. The findings were then shared in a large group session in which the similarities and differences were delineated.

From these small and large interactive groups there emerged a feeling of greater understanding and a willingness to communicate with each other. Sharing of teaching materials, ideas, and methodologies began to occur. Arrangements were made for classroom visits at all of the levels, and for the forwarding to the appropriate curricular teachers the class lists of FLES students who would be entering the curricular program in the following year.

After this original workshop of twelve FLES teachers and seven curricular teachers a coordinating group was formed. This consisted of three curricular teachers and four FLES representatives. This group met four more times during the academic year to continue the discussion started in the original workshop. A local newspaper article demonstrating their support for each other and their programs was published through the joint efforts of this coordinating group. Plans were finalized for the joint celebration of Foreign Language Week and articulation continued to be a matter of discussion.

At the end of the project a written evaluation was made of the project by all nineteen of the participants in which they were to respond to four statements. Among the statements were the following:

1) I feel this project was effective in establishing a functioning communication bridge between the curricular and extracurricular foreign language programs.

2) I feel that mutual understanding of foreign language program goals for the various levels of teaching increased.

3) I feel that mutual support for foreign language programs at the various levels of teaching increased.

4) I feel that cooperative efforts within the classroom between the various levels of teaching increased.

There was a 68% return rate: 30% of the responses were marked "Strongly agree; 60% were marked "agree"; 9% were "no Opinion"; 1 response was marked "disagree" and no responses were marked "strongly disagree". These results were shared with the coordinating group during the final meeting.

Continued on page 7

FLES Reviews . . .

Reviews of literature and materials of interest to FLES teachers will be included in each issue. Although the reviews have been divided into French, German, and Spanish, you will find material of interest to all FLES teachers in each section as well as language specific material. If you are acquainted with FLES materials, books or articles that would be of interest to other FLES teachers please send information about them to the appropriate reviewer. If these materials are not available in your public library you can request them on interlibrary loan. Addresses and telephone numbers are included when possible for commercially available materials.

FRENCH: Donna Grundstad, 1814 Flatiron Avenue,
Iowa City, Iowa 52240.
GERMAN: Roberta Graber Ross, 1411 Curtiss Avenue,
Ames, Iowa 50010.
SPANISH: Elena Vega, 140H University Village,
Ames, Iowa 50010.

FRENCH FLES

Campbell, W. et al. (1981). Carte Blanche. Reading, M A: Addison-Wesley.

Carte Blanche is made up of 10 vocabulary modules that can be purchased individually or as a set. Each module contains blackline visuals (approx. 8 1/2" x 11") for a specific group of vocabulary (such as clothing, animals and food), puzzle and games masters, and suggested classroom activities. The puzzles and instructions are for teaching French, but the visuals are appropriate for teaching any language. Catalog and current price lists are available from: Addison-Wesley Publishing Co., Inc., International Division, Reading, Mass. 01867.

Banacki, J., Jones, C., Kehoe, J., and Young, B. (1984). Curriculum Guide for Elementary French Language K-6. Flint, MI: Flint Community Schools.

This guide presents a curricular outline for each level of a K-6 French program, followed by resource material on culture and geography, and descriptions of sample activities.

This is not a textbook but rather a guide for organizing curriculum and a resource for classroom activities and materials. The guide can be purchased for the cost of the printing by writing to JoAnne S. Wilson, Flint Community Schools, 923 E. Kearsley Street, Flint MI 48502.

Allen, E. D. & Valette, R. M. (1977). Classroom techniques: Foreign languages and English as a second language. New York: Harcourt Brace Jovanovich.

This handbook is for use in teaching any language at beginning and intermediate levels, with any age group. Describes a wide variety of teach-

Continued on page 6

FLES Reviews from page 5

ing techniques, gives suggestions and directions for production and use of materials, and presents many, many examples of classroom activities which are grouped according to skill and language concept. This book is sure to have new ideas for even the most experienced teacher.

GERMAN FLES

Amery, H., Tucking, C., & Cartwright, S. (1979). The First Thousand Words in German. London: Usborne Publishing Ltd., (Published in the United States by EDC Publishing, 8141 East 44th Street, Tulsa, Oklahoma 74145.)

FLES teachers may want to use this picture dictionary to expand their students' vocabulary or to check words for particular items. The book contains sixteen scenes with labeled objects (e.g., hospital, train station, toy store) and fourteen groups of pictures related by topic (e.g., opposites, activities, occupations). At the end of the book is a list of the German words used, their pronunciation, and the English translation. There are French and Spanish versions of this book; all three versions are usually in stock at the University Book Store in the Iowa State University Memorial Union.

Kreusch-Jacob, (1978). Ravensburger Lieder Spielbuch fur Kinder. Ravensburg: Otto Maier Verlag.

Written for German parents and children, this attractive book contains more than seventy songs and rhymes. Each one is accompanied by detailed suggestions for its use and is illustrated with drawings and photographs. FLES teachers will appreciate the division of material into action and drama songs and seasonal and holiday items.

Rettich, M. (1973). Jan und Julia kaufen ein. Hamburg: Verlag Friedrich Oetinger.

The ten books in the Jan and Julia series for young German children are written in simple sentences with vocabulary and phrases dealing with everyday experiences. Thus they contain valuable teaching material for the FLES German teacher. The colorful pictures clearly illustrate the vocabulary as Jan and Julia go shopping (book 2), celebrate a birthday (book 5), or care for a pet (book 6).

van Asselt, J. (1971). Learning German through rhyme, rhythm, and melody. Die Unterrichtspraxis, IV (1), 131-133.

Contending that children remember best those words and structures which are learned in rhymes and songs, the author describes a beginning German FLES program developed with the help of a HEW grant. The article contains four poems or songs to teach pronouns, colors, and numbers.

Schlimbach, A. (1964). Kinder lerner Deutsch. Die Familie Schiller (5th ed.). Muchen: Max Hueber Verlag.
Schlimbach, A. (1966). Lehrerhandbuch. Munchen: Max Hueber Verlag.

Every German FLES teacher should examine this program. The text is written for 7 to 11 year-old children learning German in a non-German environment and contains many rhymes, songs, and suggestions for dramatization. The teacher's guide, 226 pages long, describes in great detail lesson plans and teaching methods for each of the 20 units. Although the text is unfortunately out of print, copies of both text and guide are in the Ames Public Library.

All the German books can be ordered from:
Mary S. Rosenberg, Inc., Booksellers and Importers
17 West 60th, New York, NY 10023. (212) 362-4873.

SPANISH FLES

Kincaid, J., Robles, M., & Strickland, D. (1981). Spanish K-Grade 2: A guide for teachers. Austin, TX: Second Language Section, Division of Curriculum Development, Texas Education Agency, 201 East 11th Street Austin, TX 78701.

This guidebook for the Texas second language in the elementary school (SLES) program discusses learning characteristics of five, six and seven year-olds and activities appropriate for these ages. The appendixes list recipes, boys' and girls' names, and instructions for making materials. This publication is available free to authorized institutions.

Kalivoda, T. B. (1983). The priority of conducting FL classes in the target language. Hispania, 66 (4), 573-581.

Hispania has a FLES article in every issue. Kalivoda's was not the FLES article in this issue, but his suggestions for increasing the use of the target language in the classroom are applicable in the FLES situation.

Rosenbusch, M. (1985). FLES: An Important Step in the Right Direction. Hispania, 68 (1), 174-176.

This paper responds to a 1984 study which compared FLES, partial immersion, and immersion programs and reported FLES programs the least successful when language proficiency was the goal. Rosenbusch examines the extracurricular FLES program in Ames, Iowa, and other Iowa FLES programs, and concludes that these programs do make a valuable contribution to foreign language education.

Schon, I. (1984). Trends in Literature in Spanish for Children and Adolescents: An Annotated Bibliography. Hispania, 67 (3), 422-426.

In this bibliography Schon lists and describes outstanding books in Spanish for children and adolescents which have been published recently in Argentina, Mexico, Spain, and Venezuela. There are over twenty books recommended for use with elementary school children. Names of publishers are included.

Dear FLES Educator,

Iowa FLES programs have been called "invisible" because no one knows how many programs exist or where they are located. In order to determine the current situation of FLES in Iowa, the following questionnaire has been prepared. Results of this questionnaire will be summarized and shared with foreign language educators, for example, through the Iowa FLES Newsletter. If you are involved in teaching a foreign language to preschool or elementary school children we invite you to complete this questionnaire in order to help us determine the state of FLES teaching in Iowa.

Thank you.

Marcia H. Rosenbusch
Editor, Iowa FLES Newsletter

* * *

IOWA FLES INFORMATION QUESTIONNAIRE

Directions: Please respond to the best of your ability. You may use an extra sheet of paper to complete your answers if you need more space. So that we assess the information accurately, please arrange to have only one person from each program report the information for that program. If you have questions, write to the address below or call the Editor:
Office: (515) 294-4046 Home: (515) 232-5232

Please return this questionnaire by October 30 to:

Marcia H. Rosenbusch, Editor
Iowa FLES Newsletter
300 Pearson Hall
Iowa State University
Ames, Iowa 50011

1. What FLES program do you represent? (Write in the community and/or school to identify this program.)

____

____

2. Is this program: (Circle one.)
   a. curricular? (part of the regular school curriculum)
   b. extracurricular? (uses the school building but not curricular)
   c. private? (organized privately outside of the school system)
   d. other? (Specify) ______________________________

3. What is your role in that program? (Circle more than one if applicable.)
   a. parent
   b. tutor/teacher
   c. administrator
   d. other (Specify) ______________

4. What grade levels of students are in this program? (Write in the approximate number of students in each grade level.)
   a. kindergarten _____
   b. first grade _____
   c. second grade _____
   d. third grade _____
   e. fourth grade _____
   f. fifth grade _____
   g. sixth grade _____
   h. other (Specify which levels) ______________

5. Which languages are taught in this program? (Circle more than one if applicable.)
   a. French
   b. German
   c. Spanish
   d. Other (Specify) ______________

6. How long has this program existed? (Circle one)
   a. one year or less than one year.
   b. more than one year but less than three years.
   c. more than three years but less than five years.
   d. more than five years (Specify how long) ______________________________

7. How many contact hours per calendar year do the students receive? (Circle one)
   a. less than 15
   b. between 15 and 30
   c. between 31 and 45
   d. more than 45 (Specify how many) ______________

8. In which part of the year does your program function? (Circle one)
   a. only in the summer.
   c. both during the school year and the summer.
   b. during the school year.
   d. other (Specify) ______________________

9. How are the teachers chosen for this program? (Circle one)
   a. written interview only.
   b. oral interview only.
   c. both oral and written interview
   d. other (Specify) ______________________

10. Describe the criteria used in selecting the teachers. (Circle all that apply)
    a. language ability
    b. experience teaching children
    c. certification in foreign language
    d. certification in elementary education
    e. other (Specify) ______________________

    ____

11. How many teachers participate in this program?

    (Write in) ______________________________

12. How many of these teachers are certified as foreign language teachers in Iowa?
    (Write in) ______________________________

    (or Circle) no access to information.

13. What is the approximate language ability level of these teachers? (Write in how many teachers fit into each category.)
    a. native ability ______________
    b. able to converse, read, and write quite easily ______________
    c. able to converse, read, and write haltingly ______________
    d. knows only a few words and phrases ______________

14. What salary is a beginning teacher paid?

a. volunteer
b. $5/hour or less
c. $5 - $10/hour
d. more than $10/hour (Specify dollar amount) ____________

15. What fees do the students pay? (Circle one)

a. none (Specify how the program is funded)
____
____
b. less than $1.00/hour
c. between $1.00 and $2.00/hour
d. more than $2.00/hour. (Specify dollar amount) ____________

16. Does your program provide scholarships for some children? (Circle one)

a. yes - full scholarships are available (Estimate what per cent of the students receive scholarships)____________
b. yes - partial scholarships are available (Estimate what per cent) ____________
c. no

17. What areas of language learning are taught in this program? Circle all that apply)

a. reading
b. writing
c. listening
d. speaking
e. culture (daily life)
f. other (Specify) ______ ____________

18. What area of language learning is most emphasized? (CIRCLE ONLY ONE)

a. reading
b. writing
c. listening
d. speaking
e. culture (daily life)
f. other (Specify) ______ ____________

19. Briefly describe the methodology of this program (Explain how the above are taught.)

20. What kinds of teaching materials are used? (Describe briefly)

21. At what levels do curricular programs exist in your school system? (Circle all that apply)

a. seventh grade
b. eighth grade
c. ninth grade
d. tenth - twelfth grade
e. other (Specify) ______ ____________

22. Is there adequate cooperation with the curricular foreign language programs available in the upper grades?

a. yes (Describe)

b. no (Explain)

23. How is your program administered? (Circle one)

a. parent volunteers
c. provided by school system
b. coordinator paid by program
e. other (Explain)
____

24. Do you have special problems or concerns about your program not touched on in this questionnaire? (Explain)

25. What is your opinion on certification for FLES teachers?

****

If you are willing to share your name and address with other FLES educators as a representative of your FLES program, please fill in the following information which will be included in a future issue of the Iowa FLES Newsletter. (Please note that your responses on the above questionnaire will not be shared with others, only your name and address as a representative of your program. The confidentiality of your responses on the questionnaire will be respected.)

Name: ____
Address:____
City:______________________ Zip: ____________
Phone: (   ) ____________________________
Program represented:____________________________
____
(Write in the community and/or school to identify the program.)

Iowa FLES Program Representatives

French Enrichment, Dorothy Litts, RR 3, Anamosa, IA 52205.

Be-Lingual, Ltd., Susan Turner, Box 1941, Cedar Rapids, IA 52406.

Dubuque Community Schools (Table Mound), Kathy Artaega, Box 24E, Peosta, IA 52068.

Morning Sun Elementary School, Linda Wilson, Box 7, Grandview, IA 52752.

West Des Moines Community Schools, Community Education, Sally K. Walsh, 713 8th Street,
West Des Moines, IA 50265.

Gilbert Elementary Foreign Language Program, Karen A. Ross, Rt. 1, Ames, IA 50010.

TAG Program, Sioux Rapids - Rembrandt, Karen Stacy, Sioux Rapids - Rembrandt Community School, Rembrandt, IA 50576.

Fairfield High School, Roxie Ann Skaggs, 1015 Southview Drive, Fairfield, IA 52556.

Buffalo Center - Rake Community School, Pam Ansgtman, 416 4th St. NE, Buffalo Center, IA 50424.

Odebolt - Arthur, Jo Goettsch, 600 South Maple, Odebolt, IA 51458.

North Iowa Community College, Margaret Guth, Rt. 1 Box 240, Klemme, IA 50449.

HLV Elementary School, Jeanene Dietrich, Ladora, IA 52251.

Iowa City Community School District, Dedi Walker, 19 Durham Ct, Iowa City, IA 52240.

Ames Foreign Language Association, Mary Ellen Wishart, 4021 Arkansas, Ames, IA 50010

Ankeny Foreign Language Association, Shirley Long, 306 NW Bayberry, Ankeny, IA 50021

Communication Bridge from page 5

During the final meeting each individual was asked to write down the goals that they would propose for their community's total foreign language program for the next five years. The participants were then divided into two groups in which there were representatives from both FLES and the curricular program. The goal statements were shuffled and divided between the two groups for discussion. Meeting together again as a large group, a final statement on goals for the next five years was developed. This statement was later shared with the administration and all project participants.

The project did establish communication bridges and was considered a success in accomplishing its goals. So far the groups have continued their common discussions without the impetus of the project facilitators. All are very much aware that the discussions must continue so that the programs remain viable.

The project directors would make several changes if the project were to be duplicated in other communities. This was a pilot project and we asked for and were granted permission to carry out the project in the school system. There was cooperation by the school administration in that an inservice day was given to the project and facilities were provided for meetings. There was, however, no other direct involvement of the administration. In the future it probably would be better if the administration instituted the project and were more directly involved in the group discussions and projects. This would show that they have a commitment to the project.

The original project had only one large group meeting and the remainder were small groups meetings. Future projects would do well to include more large group meeting in order to assure that all members have the opportunity to air their views and opinions. This would also have helped to foster even more intercommunication, sharing, and involvement.

It is also suggested that there be co-facilitators, each with expertise with one of the types of programs (curricular, FLES). It worked well that the facilitators were not from the community or of the administration. This no doubt leads to a freer exchange of ideas and discussions.

If FLES of the 80's is not to go the way of many previous FLES programs, discussions with the curricular program teachers is an absolute must. Each group must know the content, procedures, goals and objectives of the other group. Joint planning is a necessity. We are all working for the education of the students in foreign languages and a global perspective.

Walter Chatfield, Assistant Professor of French, Spanish, and Secondary Education, Foreign Languages and Literatures, 300 Pearson Hall,
Iowa State University, Ames, IA 50011

AATF Announces FLES Exploratory Commission

AATF (American Association of Teachers of French) announces a recently formed FLES/Exploratory Commission which can assist with planning exploratory and immersion programs as well as FLES and FLEX (Foreign Language Experience) programs for all languages. In addition, the Commission can assist with programs in Global Education, in Social Studies/Languages, and other ideas for introducing foreign languages at the elementary and middle school levels. The Commission can assist with the following: planning of programs, development of curriculum materials and courses of study, the training of teachers and volunteers, and can serve as a resource for a variety of materials available in the areas indicated. For more information concerning the Commission and its work contact: Dr. Gladys Lipton, Chair, National FLES/Exploratory Commission of AATF, University of Maryland-Baltimore County, Catonsville, MD 21228.
Telephone (301) 593-1654 or 455-2109.

Central States Conference

The Central States Conference on the Teaching of Foreign Languages will be held April 3-5, 1986, at the Marc Plaza Hotel, Milwaukee, WI. The keynote address at the conference will be given by Tracey Terrell and Lorraine Strasheim. The conference provides a forum for the presentation of research findings, for the exchange of developments in foreign language teaching, and for the sharing of practical classroom ideas. Fifty companies exhibit teaching materials, promotional ideas, audio-visual hardware/software, and travel/study programs. For more information, write: Gerald L. Ervin, CSC Executive Secretary, Slavic Department (232 Cunz Hall), Ohio State University, Columbus, OH 43210.

Budget Cuts Threaten FLES

Budget cuts proposed by Governor Branstad would eliminate funds designated for foreign language program development by House File #747. These cuts would include the FLES planning and implementation grants announced in September to Superintendents of Iowa schools by Paul Hoekstra, Foreign Language Consultant, Department of Public Instruction. These grants which are to be awarded in January and February are designed to develop and implement foreign language programs for elementary school students. To avoid these cuts, we must voice our protest. We encourage you to write this week to your state Senator and Representative (contact your local public library for their addresses), and to the Governor:

The Honorable Terry E. Branstad
Iowa State House
Des Moines, IA 50319

Toni Baugher, FLES Political Liaison,
240 Northwest 78th Avenue, Ankeny, Iowa 50021

Iowa Humanities Board
A State Program of the National Endowment for the Humanities
Oakdale Campus, Iowa City, Iowa 52242 • Telephone (319) 353-6754
IHB

Marcia H. Rosenbush, Editor
Iowa FLES Newsletter
300 Pearson Hall
Iowa State University
Ames, Iowa 50011

IOWA**FLES**NEWSLETTER
A newsletter for teachers of Foreign Language in the Elementary School.

Volume 2 Number 1 Spring 1986

Iowa's FLES Programs: A Report on the FLES Questionnaire

A questionnaire to obtain information about Iowa's FLES programs was included in the recent September and January issues of this newsletter. Representatives from nineteen FLES programs completed and returned these questionnaires A list of the names and addresses of these persons was begun in the January, 1986, Newsletter and is completed in this issue.

Only Iowa programs which have elementary foreign language classes have been included in the results, although questionnaires were received from programs in other states and programs at just the middle school level. It is hoped that all Iowa FLES programs have responded to this questionnaire so that the results reported here give a realistic picture of FLES in Iowa. If, however, you know of a program which has not been listed, please encourage the program directors to communicate with the Editor.

Questionnaire Results

The central and eastern parts of the state are the locations of the greatest number of Iowa's FLES programs; altogether fifteen of the nineteen programs are located in central, north central, and eastern Iowa. No programs were reported in western Iowa, and only one in southern Iowa.

AEA	Location	Number of FLES programs reported
1	Northeast	1
2	North	2
5	North central	2
9	East	2
10	East	4
11	Central	7
15	Southeast	1

Eleven (58%) of the existing FLES programs are extracurricular, which is defined as being able to use the school building for classes but not being part of the regular curricular program. Six programs (32%) reported that they are curricular, and two programs reported offering extracurricular, private, and/or curricular classes depending on the school they are working with.

Iowa's FLES programs have multiplied rapidly in recent years: fourteen programs (74%) were organized within the last three years; six programs (32%) began classes in just this past year. Three programs (16%) reported offering FLES classes between three and five years; and two programs (10%) have existed for ten years each. One of these two programs uses secondary Spanish students to teach children in the elementary school through a six week period.

It is not possible to know accurately how many of Iowa's elementary school children are enrolled in FLES classes since nine programs did not include enrollment figures in their questionnaire answers. Paul Hoekstra, Iowa's Foreign Language Consultant, has talked directly with many of the FLES programs representatives, and estimates that approximately 2,300 children currently participate in FLES classes in Iowa.

Iowa FLES programs vary in the grade level at which they offer classes. More FLES programs en-

Continued on page 4

The Editor Writes . . .

This school year continues to be an important one for FLES in Iowa. Please note the articles on the FLES grants that have been awarded, and the formation of the FLES Certification Committee. The report on the FLES Questionnaire included in this issue describes for the first time Iowa's FLES programs. Also in this issue is an article on teaching materials which have been developed in one FLES program. The Editor encourages other FLES educators to share in an article, or a short note, information about successful teaching materials or methodologies they use in their own programs. Send ideas to the Editor at the address on the last page of the newsletter. Ideas for other articles are also welcome. Please also note the call for presentations for the Iowa Foreign Language Conference to be held in October and consider sharing your experiences with others interested in FLES.

Iowa FLES Grants Awarded

Funding possibilities for elementary foreign language programs were announced by letter to Iowa School Superintendents in September, 1985. In January of this year, grants were awarded to seven Iowa school districts in support of the inclusion of foreign language in the regular elementary school day. The recipients of these grants are: Iowa City, $1,000; Amana, $9,775; Davenport (Jefferson Elementary), $9,550; HLV (Victor), $9,000; Buffalo Center-Rake, $7,652; Morning Sun, $5,600; Hudson, $2,000.

Planning grants to stimulate interest in, and district planning for, elementary school foreign language programs were also awarded in January. These grants were awarded to: Muscatine, $1,000; Ankeny, $1,000; and Anita, $1,000. A special grant to produce a manual for outside-of-the-school day FLES programs was awarded to: Ames, $1,000. Earlier, a $500 grant in partial support of the Iowa FLES Newsletter, was awarded to Iowa State University.

Paul Hoekstra, Foreign Language Consultant, Department of Public Instruction, Grimes State Office Building, Des Moines, Iowa 50319-0146.

Second Language Study Recommended for Children

The recommendation that second languages be offered in elementary school as early as kindergarten was made by the Council of Chief State School Officers at its annual meeting. The Council adopted a policy statement recommending that second language instruction be made available to all elementary children who desire it. The statement encourages school districts to expand the languages taught and to help children develop awareness of the world. The Council recommended that local school districts and textbook publishers develop curricula with an international perspective. (From: USA TODAY, Nov. 20, 1985)

Louisiana Moves Towards FLES Mandate

The Louisiana Board of Elementary and Secondary Education (BESE) approved a mandate requiring an articulated foreign language program for grades 4 to 8, but the $5.25 million needed to implement the requirement was not funded by the legislature. At the present time the second language program is continuing on a voluntary basis in 30 school districts. A total of 250 full-time teachers (150 Louisiana FLES specialists and 100 foreign teachers) are working in grades 4-8. Of these, 244 are teaching French, five Spanish, and one Hungarian.

Generally speaking, the public is supportive of the FLES program. Although some school officials are concerned that participation in the program may take away class time from the "basics", they have been given data demonstrating that students enrolled in the FLES program are scoring as high or (in most cases) higher than non-participating students on the state's basic skills tests.

BESE is cautiously optimistic that the legislature will provide full funding for the program for the 1986-87 school year. It estimates that approximately 320 teachers will be needed to fully implement the requirement. (From: ACTFL Public Awareness Network Newsletter, Volume V, Number 1)

Language Learning Conference Announced

Advocates for Language Learning (ALL), an association of parents and other individuals interested in promoting and enhancing the study of second language for children, has announced their Third Annual Conference on Language Learning entitled "Bilingualism: Our future". The conference will be held October 5-8, 1986, in Milwaukee, Wisconsin. Conference sessions are planned for parents, educators, and community members interested in implementing or improving second language programs in their community. For more information, contact: Patrick T. Raven, Program Co-Chair, 2247 N. 59th Street, Milwaukee, Wisconsin, 53208.

Summer FLES Methods Course Offered in Minnesota

A FLES Methods Course will be offered this summer at Concordia College, Moorhead, Minnesota from June 9 through July 3. This course is intended to provide elementary school teachers and teachers of foreign languages with the experiences necessary to prepare them to teach foreign languages to elementary and middle school children. The following areas will be stressed in the course: language acquisition, the elementary school child, teaching listening and oral skills, culture and global education, options for FLES, FLEX, and immersion programs. Tuition for the course is $625, and room and board is $240. The course can be taken as undergraduate or graduate credit of four semester hours or six quarter hours. For more information, contact: Carol Ann Pesola, Concordia College, Moorhead, Minnesota 56500.

Foreign Language Advocated for Iowa

Des Moines Register Editor, James P. Gannon, stated in an editorial that a wise strategy for the governor and legislative leaders in reordering priorities for spending would be to invest in Iowa's schools. Gannon proposed making Iowa the first state to offer foreign language instruction in every elementary school. Gannon observed that a foreign language program for all Iowa children would be a strong symbol of "Iowan's ability to live, work and compete in the international economy of the future." (From: The Des Moines Register, Nov. 24, 1985)

IOWA**FLES**NEWSLETTER
A newsletter for teachers of Foreign Language in the Elementary School.

Volume 2 Number 2 Fall 1986

Notes on FLES Certification in Kansas

The growing interest in the teaching of foreign languages in elementary schools encourages us to develop support for this important movement. Kansas State University has a program of certification for elementary school foreign language that has developed around the needs of on-campus students and off-campus teachers. This article reviews the course of development of this offering and some of the author's ideas and concerns related to certification.

In 1975 a recent graduate with secondary school certification in Spanish had an offer to teach 1-12 (first through twelfth grades) if she could become certified to teach Spanish in the elementary grades. The Kansas Department of Education regulations for certification indicated that a specialist certification could be granted upon the completion of study of the methods of teaching foreign language at the elementary school level and an undefined term of student teaching, plus the usual recommendation of the parent institution of higher education (in this case, Kansas State University). This first student in our FLES (Foreign Language Elementary School) program completed her study of methods under enrollment in special studies. She completed supervised student teaching in the Goodland Summer Migrant School, thereby fulfilling the certification requirements for Spanish K-12. Her tenure of several years in the Tribune schools was very successful, and was a unique offering in the schools of Kansas. KSU had made a first step toward our present program of studies for FLES.

Foreign languages have long been considered by many to be a natural candidate for inclusion in the elementary school curriculum. The schools had the experience of teaching FLES in the 1960s, and we know some of the pitfalls of that unfortunate era. How can we avoid repeating some of the negative experiences of that time? I believe certification can assist in assuring adequate programs in the schools; we very much need to avoid the common practice of asking teachers with only 15 credits (or less!) in a foreign language (three semesters of college) to teach beginning learners. Developing from the experience with that first student, KSU now has a rather solid offering, through which approximately 100 people have gained the preparation and experience that can lead to adequate teaching. Let me explain very briefly the requirements of the Kansas Department of Education and the requirements that we have established at Kansas State University.

The Kansas Department of Education is in the process of establishing program approval for certification. Thus the program that we have at KSU will be reviewed next spring and, if approved, will become the standard for certification of our students. Currently our students are certified under the general standards for Foreign Language (91-1-101) for preparation in language and culture, and under the general requirements (91-1-27) and (91-1-81) for program approval (Certification and Teacher Education Regulations. (1985) Topeka, Kansas. State Board of Education, Kansas State Department of Education).

In order to meet the State requirements, and to exceed them, our university requires a 3-credit methods course specifically oriented to FLES, student teaching in a primary-grade elementary classroom, and a minimum rating of "Advanced" in the oral proficiency examination (Kansas State University Bulletin (1986-88). pp. 334, 340).

Continued on page 5

The Editor Writes . . .

In this issue of the newsletter the theme of certification is continued through the article on FLES certification in Kansas. In the future we hope to inform readers about FLES certification in other neighboring states. Included in this issue is a copy of the FLES component of the Foreign Language Curriculum Coordination Committee's model foreign language curriculum for Iowa which will soon be completed and published. Also in this issue, reports on Iowa schools that received FLES grants during the past school year are continued, and information on FLES grants for this year are announced. Several important conferences will be taking place this fall, so be sure and check carefully the conference information.

Conference Information

October 5-8, 1986
Advocates for Language Learning (ALL) Third Annual Conference on Language Learning, Milwaukee, Wisconsin. Theme: "Bilingualism: Our Future." Contact: Patrick J. Raven, Cochair, 2247 North Fifty-ninth Street, Milwaukee, Wisconsin 53208.

October 10-11, 1986.
Iowa Foreign Language Association, Scheman Continuing Education Building, Ames, Iowa. Contact: Paul Burrow, President, Iowa Foreign Language Association, Oskaloosa High, North Third Street Extension, Oskaloosa, Iowa 52577, telephone: (515) 673-4332.

November 20-21, 1986
Second International Conference on Second/Foreign Language Acquisition by Children: Theoretical Aspects and Practical Applications, to be held in conjunction with annual meeting of The American Council on the Teaching of Foreign Languages, Dallas, Texas. Contact: Dr. Rosemarie A. Benya, East Central University, Ada, Oklahoma 74820, telephone: (405) 332-8000, ext. 290.

November 21-25, 1986
ACTFL Twentieth Anniversary Meeting, Loews Anatole Hotel, Dallas, Texas. Theme: "Achieving Professional Responsibility." Contact: ACTFL Joint Annual Meeting, 579 Broadway, Hastings-on-Hudson, New York 10706, telephone: (914) 478-2011.

Iowa FLES at International Conference

FLES in Iowa will be well represented at the Second International Conference on Second/Foreign Language Acquisition by Children - Theoretical Aspects and Practical Applications to be held in Dallas, Texas, on November 20 and 21, 1986. More presentations will be made by FLES educators from Iowa than from any other state, and all but one presentation will be made by individuals who attended the First International Conference on Second/Foreign Language Acquisition by Children held in Oklahoma City in 1985. Iowa presentations are:

- "Beyond Bingo: Developing Games for the FLES/ESL Class," Roberta Graber Ross, Ames Foreign Language Association, Ames.
- "Curriculum Considerations for Teaching a Second Language to Preschoolers and Kindergarteners," Marcia H. Rosenbusch, Iowa State University, Ames.
- "Developing Proficiency in the Elementary School Classroom," D.C. Hawley, University of Northern Iowa, Cedar Falls. Argelia Colon de Hawley and Judith Finkelstein, Malcom Price Laboratory School, University of Northern Iowa, Cedar Falls.
- "Flexible FLES," Donna Hoffman Grundstad, Hoover Elementary School, Iowa City.
- "From Extra- to Curriculum FLES, the Giant Step: Results of Feasibility Study and Research," Toni L. Baugher, Ankeny Foreign Language Association, Ankeny.
- "The Interrelationships Among Selected Variables and Second Language Learning in Young Children," Marcia H. Rosenbusch, Iowa State University, Ames.

FLES Sessions at IFLA

The annual meeting of the Iowa Foreign Language Association (IFLA) will be held at the Scheman Continuing Education Building, Ames, Iowa, on October 10 and 11, 1986. Registration for both days is $27.50; for Saturday only, registration is $15.00. Several FLES sessions are planned both days:

Friday, October 10
10:30 A.M. (15 minute presentations)
"Starting a FLES Program in a Small Rural School," Pam Angstman, Buffalo Center-Rake.
"FLES Materials," Joan Serfass, Ames.
"Second Language Teaching to Preschoolers and Kindergarteners," Marcia H. Rosenbusch, Ames.
2:00 P.M. "Iowa City's FLES Program," Dedi Walker, Iowa City.

Saturday, October 11
10:00 A.M. (15 minute presentations)
"FLES, Small Rural Schools, and Foreign Language Instruction," Rose Davis, Laurens-Marathon School, Laurens.
"After School FLES: TPR, Drama and Some High Tech Connections," David Magnuson, Luther College, Decorah.
11:00 A.M. "FLES Roundtable," co-chaired by Dedi Walker, Iowa City, and Marcia Rosenbusch, Ames.

FLES Grants Announced

Paul Hoekstra, Foreign Language Consultant, Department of Public Instruction, announces that the guidelines for applications for FLES grants for 1986-87 were sent to school Superintendents early in August. The basic categories for grants are similar to those of last year but the deadline for grant application is earlier this year: October 15. If you would like information about the FLES grants contact: **Paul Hoekstra, Foreign Language Consultant, Department of Public Instruction, Grimes State Office Building, Des Moines, Iowa 50319-0146.**

Program Manual Available

The Ames Foreign Language Association (AFLA) recently completed their manual "Setting Up an Extracurricular Elementary Foreign Language Program." The manual is designed to help a group of volunteers organize and administer an extracurricular foreign language program for grades K-6.

The manual was made possible through a grant from the Iowa Department of Public Instruction and is available at no charge to members of Iowa school districts from: Department of Public Instruction, Grimes Office Building, Des Moines, IA 50319. It is also available to other individuals or agencies from: Ames Community Schools, c/o Ames Foreign Language Association Treasurer, 120 S. Kellogg, Ames, IA 50010. Purchase price is $25.00.
Sheila Dietz, President, Ames Foreign Language Association, 808 Ridgewood, Ames, Iowa 50010

Foreign Language in the Elementary School

An Excerpt from the Foreign Language Curriculum Coordinating Committee Report

Editor's note: The final report may vary from this in format because of editorial changes still to be made.

Recent national reports have recommended that foreign language programs begin in elementary school in order to maximize skill development by providing a longer sequence of instruction. Parents, teachers, and administrators who are convinced of the importance of early foreign language instruction, are establishing elementary school foreign language programs (FLES) in Iowa. In April, 1986, seventy-four percent of the nineteen Iowa FLES programs were reported to have been established within the past three years.

Goals

Iowa's situation is somewhat unique in that many of Iowa's children grow up without ever hearing a foreign language spoken. Thus, two basic goals of an Iowa FLES program are to introduce children to another language and culture and to help them realize that they can learn to communicate successfully in a foreign language. The development of the skills of listening and speaking are important goals of a FLES program because children have a natural ability to develop accurate pronunciation, use context clues as an aid in understanding, and are uninhibited in expressing themselves in a foreign language.

Program Types

The type of program organized in a community will vary by the emphasis on particular goals, community interest, and availability of staff and resources. Basic program types are defined here, yet, in actual practice individual programs may be difficult to categorize. "FLES" is a term used to refer to all elementary school foreign language programs, and as here defined, to refer to specific types of programs.

Exploratory - Exploratory programs provide a foundation for later language study. These programs are designed to introduce students to foreign language learning and to introduce them to people of the world through the study of language and culture. These programs usually have limited language goals because they are short term programs. These programs may be curricular or extracurricular.

FLES - FLES programs are either extracurricular or curricular. Extracurricular programs meet at the neighborhood school before or after school, or during the noon hour. They are usually organized by parents, and are funded by student fees. These programs share the goals of the exploratory program, but may develop language skills more extensively by offering a longer sequence of instruction. Curricular FLES programs offer foreign language instruction to all children in a grade, but vary in the amount of time dedicated to foreign language learning and in the grade level at which instruction is begun. Curricular programs are more likely to be articulated with the upper-level foreign language programs. Depending on the length of the sequence, and the quality of the articulation, curricular programs are able to accomplish more extensively the goals of global awareness and language proficiency.

Immersion - The curricular programs of immersion, and partial-immersion, which allow students to achieve functional proficiency during the elementary school years by teaching subject matter in the foreign language, do not yet exist in Iowa.

The best results in developing foreign language fluency are observed in programs where careful planning has provided for an unbroken sequence of language learning that begins early and maintains student interest and enthusiasm through carefully planned and sequenced learning activities. It is imperative that students who have studied a foreign language in elementary school have an appropriate course for continuing their language study instead of being placed in a beginning level course. In programs which begin early, several entry points are necessary.

Certification

Regardless of the type of elementary foreign language program, the teacher is the single most important element in creating a successful program. Elementary foreign language teachers must not only have adequate fluency in the language, but must have a thorough understanding of the elementary school child and of foreign language teaching methodology. Teacher certification for elementary foreign language programs will become part of the new certification rules to go into effect in 1988. A committee is currently developing recommendations for the requirements for this certification.

Program Establishment

The initiative for the establishment of new FLES programs can originate with parents, administrators, or teachers. The following are brief descriptions of current Iowa FLES programs representing each of these models.

A Parent Established Program - One of the early FLES programs in Iowa was established in 1976 by parents who wanted their children to have the opportunity to learn a foreign language before curricular classes were offered in the high school. Several parents who shared this interest discussed it with their neighborhood school principal, who agreed to provide space for a Spanish class to meet before the regular school day. The parents hired as a tutor a parent in their neighborhood who had elementary school certification and who was fluent in Spanish. The children enjoyed the classes, the parents were enthusiastic, and within two years, parents in all eight elementary schools had formed an organization to help establish programs in their schools. All schools began to offer classes in Spanish, French, and German, and provided a two-year sequence to children in a language. Enrollment has continued to be around 400 children each year. The children receive approximately 36 hours of instruction per school year. Potential tutors fill out a written questionnaire and are interviewed in the language they hope to teach. Tutors

Continued on page 4

Committee Report from page 3

are paid from $9 to $10 per hour, and participate in workshops training them in FLES methodology. Although efforts have been made to convince the school board that this program should be offered within the elementary school curriculum, it continues to be extracurricular, and is administered by parent volunteers.

A District-wide Curricular Program - In the spring of 1984, expansion of the foreign language program became a district priority. The first step was to expand the secondary offerings in French, German, and Spanish from one four-year sequence with an optional exploratory course in 8th grade to a six-year sequence of instruction which begins in 7th grade. The first level of each language begins in 7th (every-other-day) and concludes in 8th (meeting everyday). The second step was taken in the fall of 1985 with the establishment of a committee whose focus was to review research and programs that teach elementary foreign language and to make recommendations with regard to a curricular foreign language program for grades 4-6.

The program which begins in 1986-87 will be taught during the school day, twice weekly for a total of 50 minutes a week. Spanish, French, and German will be taught, five schools per language, on a rotating basis. All children will be introduced to the three language, one language in 4th grade, a second language in 5th grade and a third language in 6th. Instruction will include both language and culture and will be taught by foreign language teachers. The goals of the elementary program are to provide an introduction to and basic instruction in foreign language, to foster appreciation and respect for other peoples and cultures, to create a foundation for later language learning, to develop a positive attitude toward other languages, to begin to develop listening, speaking and communication skills, to give insight for wise choices in future language studies, and to enrich other curricular areas. All of the goals are beginnings on which the child and the educational process can build. The elementary program articulates with the secondary program, a feature which the committee and the district feel is very important for success.

Small School Program - A second grade teacher and the junior and senior high school German teacher, asked permission from their principals to try a German unit in the second grade class. After getting the principals' initial OK the class was scheduled, objectives and lesson plans were written, and presented to the principals and superintendent for final approval. The foreign language class sessions were videotaped and excerpts were shown to the school board during a foreign language update at one of their regular meetings. Parents also viewed the videotapes during an open house and often requested them for home viewing.

The initial German unit was met with such enthusiasm by students, parents, administration, and school board that the green light was given for a repeat performance the next year and a possible follow-up with the 'old' second graders. The second grade teacher and the foreign language teacher wrote a grant together, consulting with their administrators and then presented the grant to the school board. They were enthusiastically supportive of extending the program through the elementary grades. Notification of the grant from the Department of Public Instruction, was received and the second grade teacher surveyed her colleagues as to their interest in learning German along with their students and all approved the idea.

This is a small school and since the foreign language teacher is both the elementary as well as the junior and senior high foreign language teacher, coordinating the programs has been easy but scheduling has been the biggest problem. The foreign language teacher is certified for both secondary and elementary which helps in planning and selecting appropriate methods and materials.

Curricular Content

The five areas of foreign language instruction presented in this guide are applicable to the elementary school level. The activities used to accomplish the goals need to be appropriate to the developmental level of the children, and should respond to the needs and interests of the particular group of children in the foreign language class. The following are general suggestions for the development of the elementary school foreign language curriculum:

•Begin by teaching the skills of listening and speaking. Maximize communicative opportunities by organizing activities to stimulate real communication among the children. Teach reading later when children have developed same communicative competence; and teach writing last after children have developed some skill in reading. Reading should begin with the reading aloud of previously learned material, and writing, with the writing of well-known words.

•Utilize children's natural listening skills and ability to determine meaning based on context cues by speaking to them in the language. Avoid translations, and constant switching to English.

•Organize activities around concrete experiences involving props, visuals, and realia. Use toys, real objects, flashcards, laminated paper cutouts, and flannelboard with flannel cutouts. Use objects from the country such as packaging for food, coloring books, and magazine advertisements.

•Incorporate opportunities for physical movement in the learning activities. Use authentic action games and songs. Mark the rhythm of songs using specified body parts. Use action verb commands to which children respond physically.

•Organize language learning around meaningful communicative experiences instead of based on a grammatical syllabus. Teach games, songs, and rhymes; prepare authentic foods; teach crafts; dramatize social and cultural situations; develop and present short skits to family and friends.

•Teach understanding of cultural practices through concrete experiences. Identify members in your community who have had close contact with the culture, and encourage them to share their personal experiences and feelings about those experiences. Help children dramatize situations they would encounter in visiting a country where the language is spoken.

Continued on page 5

Iowa FLES Program Representative
(continued from Volume 2 Number 1)

Waverly-Shell Rock and St. Paul's Lutheran School (Waverly), Margaret M. Lieb, 1211 18th Avenue SE, Waverly, Iowa 50677

Committee Report from page 4

The levels included in FLES programs are those of the novice and, in some language areas, the intermediate levels as described in this guide. An approximate equivalence of a FLES program which meets 1 1/2 hours per week throughout the school year is suggested to be as follows:

End of Years	Approximate Equivalence	Proficiency Level
2 Years of Preschool	1 year of Elementary School, Grades K-3	Novice low-Listening Novice low-Speaking Novice low-Culture
2 years of Elementary School, Grades K-3	1 year of Elementary School, Grades 4-6	Novice mid-Listening Novice mid-Speaking Novice mid-Culture
4 years of Elementary School, Grades K-3	2 years of Elementary School, Grades 4-6	Novice high-Listening Novice high-Speaking Novice high-Culture Novice low-Reading
3 years of Elementary School, Grades 4-6	1 year of Middle or Secondary School	Intermediate low-Listening Intermediate low-Speaking Intermediate low-Culture Novice mid-Reading Novice low-Writing

Kansas from page 1

We at KSU have had a great concern for the key needs of the elementary schools in reference to FLES, i.e. good modeling of the spoken language and ability to create an interest in the foreign language through good planning. A guiding principle has been that any positive experience with a foreign language in early years is beneficial to the learner. Three key elements of our program are: 1) Readings in the literature that will lead to self-developed materials and techniques as well as to insights into the possibilities and problems of FLES (the FLES teacher creates materials, selects techniques, and organizes content to coincide with the needs of the situation); 2) an intense effort to gain the necessary skills through demonstrations in class and through teaching a class of elementary school children (the FLES teacher gains confidence in working with young children and an openness to adjustment of his/her own techniques and materials); and 3) an oral proficiency examination (the FLES teacher can assure him/herself, the prospective employer, and us that the oral skills are developed to a level consonant with the demands of the position). I shall discuss each of these in relation to our program as it embodies the requirements established at Kansas State University for recommendation of students to the State Department of Education for certification.

In the methods course, the readings in the literature include heavy emphasis on curriculum guides and other printed works that can lead to an understanding of the content that is suitable in a FLES program, and to the development of a personal fund of ideas and materials. Corollary to this, the students receive theoretical information from me and some articles that I provide, which encourage an overview of the possible orientations of curricula to local settings. Out of these sources, the students develop presentations for their colleagues, which are then critiqued for accuracy, interest, and coherence. We work on the techniques of presentation (Asher's TPR, puppets, flashcards, etc.), of working with various situations (full group vs. individual or small group, at desks vs. in a circle on the floor, games, etc.), of evaluation (individual or small group check, paper responses, etc.), and we discuss the possibilities for variation of each of these. During the course, the students soon begin teaching in a local classroom; this is a concurrent enrollment for credit as a teacher's aide or for student teaching credit.

Those who gain student teaching credit at this time teach additional classes, which leads to completion of the requirements for certification. Some do their FLES student teaching in a later semester parallel with their secondary student teaching. Certified secondary teachers may elect to teach during their planning period, having gained a release from their school board for this hour, and add the missing hour to their regular school day. (Teachers may not be paid during the time they are gaining credits for student teaching.) The oral proficiency exam is administered by faculty at Kansas State University who regularly use the ILR (Interagency Language Roundtable) and ACTFL/ETS (American Council on the Teaching of Foreign Language/Educational Testing Service) guidelines for evaluation of proficiency in foreign languages. We require a minimum level of "2" (ILR) or "Advanced" (ACTFL/ETS) for recommendations for certification. Those students who fail to meet this requirement are allowed to work on their skills and return a semester later for reexamination. The full-time elementary school teacher should be required to meet certain standards specifically defined for foreign language as an area of concentration, to assure employers of facility and accuracy in oral skills. Because of our country's history of emphasis on the written word, the secondary school foreign language teacher who wishes to become a K-12 specialist, regardless of previous teaching experience or of experience in the target culture, should be required to demonstrate oral proficiency. This exam requires no preparation and only approximately 30 minutes of time; it is a discussion with a person who can conduct an interview according to the ACTFL/ETS guidelines. University faculty could be asked to provide the expertise for this interview.

During the ten years that our program has been in operation interest and enrollment have steadily increased. Students have often entered the program with doubts as to their interest in working with very young children (grades 1-3); to their surprise, they have always found the experience rewarding, and often exciting. A teacher of Russian and German at a Kansas high school who taught Russian in a local elementary school for his practicum during Spring 1986 stated that this hour was the highlight of his day. The only negative reactions have been those encountered when students were not prepared to present their material as we had indicated in our methods course: 1) much variety; 2) group and individual involvement; 3) communication as well as rote memory; and 4) much use of songs.

With completion of this program, we have enthusiastically recommended out students to schools who wish to have a FLES program. We in Kansas are making cautious moves toward increased offerings in

Continued on page 7

Recipients of DPI Grants Describe Their Programs

Hudson

The Hudson Community School set about to develop a Talented and Gifted (TAG) program for its students with an enrichment factor in order to reach all types of learners with all types of interests. The idea of including a foreign language class at the elementary level became a reality in the early stages of the program in 1978. One teacher with a heavy emphasis of study in German at the college level began teaching a class of eight students. By the next school year these students were ready to continue with German Level II. The teacher was faced with the problem of developing all her own materials, finding appropriate class times for the students, and operating with no budget. There were no schools near us where we could inquire about elementary teaching tools and no people who were teaching German at the elementary level.

During the following years the German program expanded to two German teachers who were teaching four classes of German. The other teacher had had the experiences of visiting and living in Germany since her husband and mother were native Germans. She had cultural background in addition to the study of German in school to contribute to our program.

Our program currently consists of four levels of German in the elementary which are traded between the teachers. These levels are composed of students from grades two to six. In addition, one of the teachers works with each one of the first grade home rooms for four to five weeks each spring to initiate the idea of speaking a second language and to scout for students who naturally appear to have a talent for foreign language. The first graders learn a very basic vocabulary consisting of numbers, counting, addition, subtraction, colors, the alphabet, small sentences, the identification of objects in the classroom, and simple fairy tales. The children have responded well and the parents are delighted.

The emphasis of our German program is that the lower elementary students concentrate on basic vocabulary, the upper elementary devote more study to grammar, and that the outcome of our program will be a basic speaking, writing, and reading knowledge of German. Some of our students have been in the program for five or six years. The level of comprehension and skill is quite excellent for elementary students. The one drawback of the program is that we are unable timewise to continue the program at the junior high and high school levels. At that point there is a Spanish program.

In addition to our studies inside the school, we plan outside activities for the classes. Each year the students participate in a German Christmasfest which is attended by the parents, the administrators, the school board members, and people in the community who speak German. The students present plays, fairy tales, puppetry, poems, Christmas greetings, German Christmas carols, holiday customs, and foods. Each child brings a dish

Continued on page 7

Amana

The Amana Colonies, as many are aware, enjoy a German heritage and culture that is unsurpassed anywhere in Iowa, with German being the "native" tongue. This spring, our elementary students (K-6) had the opportunity to participate in a unique "Amana Style" German language program.

The response to this program addition by students, parents, staff, and community members has been overwhelmingly positive. The elementary teachers assisted our foreign language teacher in fitting the classes into our existing class schedule, and in participating in the language study. Our K-5 grades held German class twice a week for 25 minutes per meeting, and the sixth grade for 45 minutes each day.

The curriculum content naturally varied for each grade level. In general, our K-3 grades utilized a wide variety of visuals and hands-on material in developing language associations. The teachers utilized unlabeled picture books, films, posters, and common objects found in the environment in developing the basic German vocabulary. In addition to vocabulary development, the students were introduced to cultural aspects, sports, and geographic information about German speaking countries.

The upper grades (4-6) not only participated in similar vocabulary activities, but also utilized computer programs in developing and using the German vocabulary. Such programs included games as "Mensch, Auger Dich Night" and a German version of Scrabble. The sixth grade also used our high school text with very encouraging results.

In addition to the "normal" skills development activities our 4-6 students were encouraged to begin a "Pen Pal" relationship with students from West Germany, Switzerland, and Austria (several students had a pen pal from each country).

The curriculum materials that were utilized in the K-5 program were adaptations from previously purchased materials, developed by our staff, or purchased specifically for elementary grades. It was the intent of our program to have a foreign language program that supported and enhanced our regular skills and language development as much as possible. The elementary teachers and our foreign language teacher made this program the success that it was through participation, cooperation, and coordination.

David A. Arnold, Principal, Amana School District, Middle Amana, IA 52307.

Louisiana Second-Language Students Excel in Basic Skills

The Bureau of Accountability, Office of Research and Development, Louisiana Department of Education has concluded a study that revealed that third, fourth, and fifth graders who participated in 30-minute FLES programs in the public schools showed significantly higher scores on the 1985 Basic Skills Language Arts Test than did a similar group who did not study a second language. Further, by fifth grade the math scores of language students were also higher than those not studying a foreign language. Both groups were matched for race, sex, and grade level, and the academic levels of students in both groups were estimated by their previous Basic Skills Tests results and statistically equated. The 13,200 students studied were randomly chosen from those who had not been exposed to a foreign language at home, who were fluent in English, had not repeated a grade in 1985, and whose 1984 and 1985 test scores were available. The results of the analysis suggest that foreign language study in the lower grades assists in the acquisition of English language arts skills and, by extension, math skills. (From: **ACTFL Public Awareness Newsletter, Volume 5, Number 4.)**

Hudson from page 6

to the party and the entire group has a buffet dinner prior to the entertainment.

Some of the individual classes prepare German foods and games each spring. The students spend time tasting the foreign food and making games which they can play auf deutsch. The other classes present evidence of their studies by demonstrating math facts, comprehension, readings, poems, and answering questions in German. The parents and the home room teachers are able to visit these celebrations to view the progress of the students and share in their work.

During the summer the students make an annual trip to the Amana colonies. They visit the bakery, the cemetery, the woolen mill, the furniture shops, the museum, and have lunch at one of the restaurants. Traditionally, parents have driven the students to the Amanas, but we are now taking a bus. The parents are invited to come along.

Approximately 25 students plus the three first grade classes are involved in the German program. The principal and the two teachers plan the scheduling of the classes, purchase materials, and plan for the cultural activities. German is the only foreign language presently taught in our elementary school.

The materials which we have accumulated are a potpourri. For the first six years of the program the entire curriculum was developed by the two teachers. Every worksheet, story, and workbook was completely organized by the mentors. Only in the last three years have we been able to (1) find sources of materials, and (2) have ample funds with which to purchase them. Three years ago one of the teachers brought books home from Germany and Austria. She had a cousin there who ordered more materials subsequently and shipped them to us. The mentor bought Richard Scarry Books and German readers (discarded from a local school) for our students. We then found additional sources of materials from information Paul Hoekstra sent to us. We have visual aids, an established and growing library in our main library, and a collection of books in our classrooms for our students. Because we were awarded a Department of Public Instruction grant this year more materials were purchased in Germany by the other mentor. Additional sources have been ordered here in the States.

The grant has provided funds for us to purchase quality notebook binders for all of our students, dictionaries, readers, vocabulary builders, flashcards, fairy tales, storybooks, tapes, etc. We are very fortunate to have this grant and we are pleased to put it to work. The grant application was sponsored by our superintendent, Robert Longmuir, our school board, and our principal.

Christy Schmitt, high school resource teacher and Debra Gordon, elementary general music teacher, Hudson C.S.D., 245 South Washington, Hudson, Iowa 50643.

Kansas from page 5

the elementary schools; we fully realize the problems connected with the search for adequately prepared teachers and the problem of articulation with foreign language studies in the secondary schools.

As our local schools in Manhattan consider expanding the current 6th grade FLEX program (French, German and Spanish) to a grades 4-6 FLES program, we become acutely aware of the need to assist in and to encourage the development of standards that school boards, administrators, certification officials, and schools of higher education could use to determine the level of preparation of prospective teachers. We welcome the growing interest in FLES and the growth in programs for the preparation of teachers of FLES, We wish to take whatever steps will help to assure everyone involved that the teachers of FLES will have the requisite linguistic skills and orientation to young learners. We wish to avoid the placement of unqualified teachers into elementary grade classroom as teachers of a foreign language.

Loren Alexander, Holton Hall, Kansas State University, Manhatten, Kansas 66506

FLES Review . . .

Reviews of literature and materials of interest to FLES teachers will be included in each issue. Although the reviews have been divided into French, German, and Spanish, you will find material of interest to all FLES teachers in each section as well as language specific material. If you are acquainted with FLES materials, books or articles that would be of interest to other FLES teachers please send information about them to the appropriate reviewer. If these materials are not available in your public library you can request them on interlibrary loan. Addresses and telephone numbers

Continued on page 8

are included when possible for commercially available materials.

FRENCH: Donna Grundstad, 1814 Flatiron Avenue, Iowa City, Iowa 52240.
GERMAN: Roberta Graber Ross, 1411 Curtiss Avenue, Ames, Iowa 50010.
SPANISH: Elena Vega, 140H University Village, Ames, Iowa 50010.

FRENCH FLES

Reid, W., Jr. (1982). 100 Craft Projects from Around the World. Portland, ME: J. Weston Walch.

This book contains pictures and directions for folk art and crafts, from many places around the world. The directions are clear and easy to follow, and most of the materials used are relatively common and readily available.

Projects from France include applique, decoupe, collage, repousse, cloisonne, straw work, silhouettes and jumping-jack puppets. There are also projects from Southeast Asia and Africa, as well as Spain, South America and Germany.

GERMAN FLES

Enzensberger, H. M. (1961). Allerleirauh. Insel Taschenbuch, 115. Frankfurt: Suhrkamp Verlag.

This paperback contains nearly 350 pages of Enzensberger's collection of German children's rhymes. They range from nonsense rhymes through count-out rhymes to story rhymes. Some are in dialect, and those from Switzerland include some in French. Allerleirauh is a German FLES resource limited only by the teacher's and children's imaginations.

SPANISH FLES

Winters, M., Garvey, L., & Hill, B. (1980). Foreign Languages Experience in the Elementary School: Spanish. Annapolis, MD: Anne Arundel County Public Schools.

The Anne Arundel County Public Schools published this book of guidelines for teaching Spanish in elementary schools as well as a French edition. Methodology and goals are listed. The roles of the classroom teacher and foreign language volunteers who come into the classroom are discussed. The curriculum is divided into nine units which are subdivided into 24 daily lessons. There is a set of master copies for transparencies to accompany the lessons and a student workbook.

Jointly funded by the College of Education and the College of Sciences and Humanities of Iowa State University, and the Iowa Department of Public Instruction

Published under the auspices of the Department of Foreign Languages and Literatures, Iowa State University

Marcia H. Rosenbusch, Editor
Iowa FLES Newsletter
300 Pearson Hall
Iowa State University
Ames, Iowa 50011

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IOWA**FLES**NEWSLETTER
A newsletter for teachers of Foreign Language in the Elementary School.

Volume 2 Number 3 Winter 1987

From Extracurricular to Curricular FLES: The Giant Step

Providing the opportunity for early acquisition of a second language has become a priority for many parents of young children. The many FLES programs which have sprung up around the state are providing an exciting and rewarding experience for both tutors and students. But the majority of these programs continue to function outside the school day, making them subject to limited enrollment due to conflicts with classes in religion, music, or dance and all the many club and athletic activities conducted after school. As for morning classes, many parents are reluctant to see their children off to school in the dark during the winter months. When one pilot FLES program began in 1983 at an Iowa school, 200 pupils signed up for the classes, but because of just such scheduling problems, only 100 were actually able to begin classes in the Fall.

In order to provide the valuable experience of an early start to all elementary students and to avoid the logistical nightmare of after-school scheduling, some communities are attempting to make the transition from the extracurricular FLES (funded and administered by parents) to a curricular one (funded and administered by the local school district). The success of this transition depends on a number of factors which those who are involved will want to consider and research prior to beginning such a step.

One Iowa community is in the process of just such a transition and may help others considering this undertaking. In this article we will look at some steps taken by those involved leading up to the decision of the Board of Education as to whether the extracurricular FLES program will become curricular.

Step one: Laying the groundwork. A growing FLES program involving five elementary schools and an enrollment of 130 students was entering its third year when the Iowa Humanities Board approved a grant to fund a project entitled "Strengthening Community Foreign Language Programs Through Communication Bridges". This was a joint project involving curricular secondary foreign language teachers and extracurricular tutors, moderated by Marcia Rosenbusch and Walter Chatfield of Iowa State University.

The goals of this project were:

1. To establish a working communication bridge between curricular and extracurricular foreign language programs within the community.
2. To work for the mutual understanding and support of foreign language program goals for the various levels of teaching within the community.
3. To develop cooperative efforts in both classroom and special program activities between various levels of teaching.

This project involved six meetings during the school year and an evaluation of the project done

Continued on page 4

The Editor Writes . . .

The focus of this newsletter issue is on the Second International Conference on Second/Foreign Language Acquisition by Children: Theoretical Aspects and Practical Applications (SLAC) which was held in Dallas, Texas, November 20 and 21. The content of two of the six Iowa conference presentations are included in this newsletter (articles by Baugher and by Ross). Also, a commentary on the conference is provided from the perspective of a first-time conference participant. The third SLAC conference will be held close to home; it is being planned for March, 1988, in Chicago. Why not begin now to make plans to attend? Better yet, why not plan to present on some aspect of your FLES program? This newsletter will keep you informed as to where to write for information about presenting a session, as well as information about conference dates and registration. Another important outcome of this conference was the proposal of a meeting in January, 1987, in New York City, to develop plans for a national FLES network. Please contact the Editor if you are interested in attending this meeting, since at the present time, plans are not yet confirmed.

FLES Grants Announced

Paul Hoekstra, Foreign Language Coordinator, Department of Education, announces grants which have been awarded to FLES programs this year.

Recipients of Planning Grants are:

Blakesburg	$ 750.00
Central-Decatur of Leon	$ 350.00
Dubuque	$ 1,000.00
Glenwood	$ 1,000.00
Hamburg	$ 500.00
Jefferson	$ 1,000.00
Marshalltown	$ 875.00
Murray	$ 1,000.00
South Winneshiek	$ 985.00

Recipients of Implementation grants are:

Anita	$10,000.00
Ankeny	$10,000.00
C+M Community-Cumberland	$10,000.00
Cedar Rapids	$10,000.00
Grand Valley at Ketterton	$ 4,150.00
Lohrville	$ 3,885.00
Paullina	$ 850.00
Southeastern Community College-Keokuk	$ 6,431.00
United Community-Boone	$ 8,657.00
Waverly-Shellrock	$10,000.00

Several FLES programs that received funding last year also received funds this year based on proposals of significant additions to their programs:

Iowa City	$ 5,000.00
Davenport	$ 3,000.00
Amana	$ 1,000.00
Hudson	$ 1,000.00
HLV	$ 1,000.00

Awards to FL Educators

Paul Burrow, out-going President of the Iowa Foreign Language Association presented "Outstanding Educator of the Year" awards to three Iowa foreign language educators at the October annual IFLA meeting held in Ames, Iowa. The criterion for the awards were: 1) successful teaching, and 2) service to the foreign language profession. James Becker received the award for the category of Higher Education, Lydia Coulter received the award for the category of Secondary Education, and Marcia Rosenbusch received the award for the category of FLES. Each award recipient received an engraved plaque.

The presentation of the three awards will be an annual event at the Fall IFLA conference. To nominate candidates for these awards write to: **Michael Oates, President, IFLA, Department of Modern Languages, University of Northern Iowa, Cedar Falls, Iowa 50614.**

FLES Workshop To Be Held

A one-day FLES methods workshop funded by the Department of Education will be held at Iowa State University, Ames, Iowa, at the Scheman Continuing Education Building on February 21, 1987. This workshop will aid teachers in understanding current theory of second language learning and will provide them with appropriate methodology for developing in elementary school children the skills of listening and speaking in the second language. The copresentors of the workshop are Carole Ann Pesola, Moorehead, Minnesota and Helena Anderson Curtain, Milwaukee, Wisconsin. Pesola and Curtain have had extensive experience in training FLES teachers and are currently co-authoring a FLES methods textbook.

FLES educators throughout Iowa are invited to participate in this workshop. The registration fee of $35, which includes handouts and lunch, will be paid by the Department of Education, but travel and lodging will be paid by the workshop participants. Space for 65 workshop participants is available. It is hoped that a representative from each Iowa FLES program participate in this workshop. Registration information will be sent to Iowa FLES programs early in January, 1987.

Marcia Rosenbusch, Workshop Chair, 300 Pearson Hall, Iowa State University, Ames, Iowa 50011

USDE Grant Awarded to Iowa

The U.S. Department of Education has awarded a grant of $125,000 for the school year 1987-88 to Gerturd Champe of Translation Laboratories, University of Iowa, Iowa City. This grant will fund the creation and pilot testing of materials for the teaching of French to elementary school children. The teaching materials to be developed will be designed to be used with 2nd through 6th grade children in their school classroom by an elementary certified classroom teacher who has a minimum of two years of college level foreign language preparation. The teaching materials will consist of videotapes to be used with the children, a written guide for the teacher, and videotaped guides for teacher training. Elementary school classroom teachers in Iowa City and throughout the state will participate in the development of these materials. For more information contact: **Gerturd Champe, Translation Laboratories, 615 West Seashore Hall, University of Iowa, Iowa City, Iowa 52242, Telephone: 319-335-2002.**

Conference Information

Fall IFLA Conference: The annual Fall Iowa Foreign Language Association (IFLA) Conference will be held September 25-26, 1987, at the University of Northern Iowa, Cedar Falls, Iowa, in conjunction with the Conference on Modern Language Teaching: Methods III. If you would like to present a session at the IFLA conference please write before January 19, 1987, to **Michael Oates, President of IFLA, Department of Modern Languages, University of Northern Iowa, Cedar Falls, Iowa 50614.**

Central States Conference: The annual Central States Conference on the Teaching of Foreign Languages will be held in Columbus, Ohio, April 9-11, 1987. For Registration information write: **Judith Baughin, Foreign Language Department, Raymond Walters College, University of Cincinnati, 9555 Plainfield Road, Cincinnati, Ohio 45236.**

As a First-time Conference Participant . . .

At 3:00 p.m. November 19th I wished I hadn't said I'd go. What business did I have going--me--I don't teach a foreign language, speak a foreign language, or even understand a foreign language. Everyone else at this conference would be involved in promoting foreign language studies in some respect. Would I be able to "communicate" my desire to contribute to this movement? I was doubtful. But here I was, packed and waiting to leave. I would just have to make the best of it.

We started attending sessions Thursday morning. What an eye opener! Speakers both informed and entertained us. I was overwhelmed by all the information presented. There was so much I didn't know. Moreover, much of the best information came when those attending asked questions or presented their own views. I was impressed not only with the information but with the people who attended the meetings. They weren't just dedicated teachers - they were professionals. The most repeated questions had to do with how they could improve. They were professionals, but not elitist. I felt included despite having the dreaded (but curable) "monolingualism".

The conference ended leaving me with the feeling that I had been invited to a beautiful buffet but allowed time enough to eat only one apple. I am left both inspired by what I've seen and insatiably hungry to see more.

Sheila Dietz, President, Ames Foreign Language Association, 808 Ridgewood, Ames, Iowa 50010

Beyond Bingo: Developing Games for the FLES/ESL Classroom

Every book, article, and conference on FLES teaching, agrees: games are an important tool for the FLES teacher. However, even if these books and papers suggest some specific games, they rarely supply us with guidelines for developing our own. As FLES teachers we do not have to be convinced of the major role of games in our classrooms; we have learned how important they are from our own experience. What we do need are concrete suggestions which will enable us to modify existing games and invent new ones which meet FLES goals. FLES experts can show us how to incorporate language features into games. Only a game expert, however, can explain how games work and give us specific ideas and suggestions for developing new ones.

Such a game expert is a member of my own family. My son, now a college freshman, has always been an avid game player and has been inventing games for the last five years. After watching me struggle to devise FLES games he finally realized that I, like many teachers, really did not understand what makes a game work as a game; I was totally unaware of basic game principles and procedures. He taught me about games, and I taught him about the special demands FLES goals place on games. Then we realized---together we had created the Colossally Crafty Crash Course in FLES game invention.

Crafty Basic #1 game principle: Games must be FUN. According to the game expert, games are fun only if they are exciting. The FLES teacher can provide some visual excitement by using bright colors in the design of the board and by choosing interesting props such as large dice or miniature autos for place markers. Although such features add vitally needed appeal to our games, they are not essential to the construction of the game itself. A game is truly exciting only if it is suspenseful. Will I draw the card to complete my set? Will I land on a penalty space or on a free-turn space? Even more basically, the end result must be in doubt; any player must be able to win. FLES teachers must remember this basic game principle. Our concern that each child have positive experiences with the language and our related concern about the negative effects of stress and competition may lead us to eliminate this necessary element of suspense entirely. Teachers must find their own balance; the ages and personalities of the children within a particular class will determine at what point the suspense passes from pleasurable excitement to fear of failure.

In addition to ensuring that the games they develop are exciting and fun to play, FLES teachers must also ensure that the games reinforce the target language. Crafty FLES Game Rule #1: At each point of the games the children must use the target language. Crafty FLES Games Rule #2 is closely related: the rules of the game must be simple and clear. We are teaching language, not games. The children must be able to learn the rules from the teacher's use of both the target language and pantomime. Crafty FLES Game Rule #3: any game we devise must be appropriate for the age and ability level of the class. For example, many of the games we use with younger children should involve physical activity. Crafty FLES Game Rule #4: the game materials should be relatively inexpensive and/or easy to prepare. We are teaching language, not developing our own version of Parker Brothers. Crafty FLES Game Rule #5: for any game we develop we must carefully determine what specific vocabulary or structure we want the game to reinforce, and we must communicate clearly what the children are to do. Confusion destroys game fun!

These Crafty Game Rules provide the basic guidelines for inventing FLES games. But before we attempt to develop a game of our own we should examine the kinds of learning games others have invented. Such games and game ideas can be found in many places, some that most FLES teachers have probably already examined and some which many may not have considered before now. Game sources in-

Continued on page 5

Extracurricular to Curricular from page 1

in written form by the participants. The results of the written evaluations were discussed in an evaluation meeting. Throughout the project the superintendent and directors of elementary and secondary education were informed by letter of the progress of the project.

In most cases it was the first contact between the curricular and extracurricular teachers. The majority of the participants viewed the project as successful in accomplishing its goals. However, some participants expressed concern that several problems needed further work before a positive working relationship could be firmly established. (See FLES Newsletter for details of project: Vol. 1, No. 3, Winter 1986.)

Following this project no organized effort was made to pursue the goals of the committee because:

1. The administration had not taken part in the project and had no commitment to foreign language at the elementary level.
2. The secondary staff was concerned about the effects of such a move on their enrollments and therefore was reluctant to pursue if further.
3. The extracurricular Foreign Language Association officers were expending every effort to do research and apply for a state grant to fund a feasibility study during the Summer and Fall of 1985.

Encouraged by the enthusiasm and contacts made at the First International Conference on Second/Foreign Language Acquisition by Children in Oklahoma City, the Association began research to support the value and feasibility of including foreign language studies in the elementary curriculum day. These are some of the sources that proved valuable in providing information:

1. State Departments of Education, which gladly sent curriculum guides, teacher certification information, and addresses of on-going programs, often at no charge. To obtain a free list of State Departments of Education write to: Council of Chief State School Officers, 379 Hall of the States, 400 North Capitol Street NW, Washington, D.C. 20001.
2. Universities which emphasize global studies and foreign language.
3. On-going in-curricular programs both in and out of state.
4. The many articles found in libraries in foreign language professional journals detailing research and results.

The latter were most valuable and made up the bulk of the committee's study materials. Listed at the end of this article are those found to be most helpful in support of early acquisition.

Step Two: Contacting administrators and staff. To begin the application process, the Tutor Coordinator of the Community Foreign Language Association approached the Director of Elementary Education regarding application for an Iowa Department of Education (DOE) grant. He remained the main contact throughout because of reorganization of the administration office and because a turnover of four out of seven school board members was in progress. Funding was received from the Department of Education for the feasibility study.

Step Three: Feasibility study committee research and conclusions. The objectives of the feasibility study were:

1. Explore the educational value of foreign language.
2. Research teacher certification and availability.
3. Analyze initial and continuing costs.
4. Study possible effects on the instructional program (curriculum and scheduling).

The committee was to be made up of a cross-section of the community: 6 parents of elementary students representing five buildings; 2 Chamber of Commerce representatives; 3 Foreign Language Association members; 1 parent of a secondary student; 1 non-parent; 6 elementary classroom teachers; 1 senior high foreign language teacher; 1 junior high foreign language teacher; 2 elementary principals; 1 junior high principal; 1 senior high principal; 1 school board member; 1 central administrator.

A subcommittee was assigned to cover each objective except the first one in which everyone took part. Information packets were distributed at each meeting to be read and discussed at the following meeting. After three meetings discussing the educational value of foreign language, the subcommittee reports began, as well as presentations by guest speakers. The dates of all seven meetings were decided so everyone could plan their schedules ahead.

Two consultants were invited to speak to the committee. Both provided excellent information and commentary resulting in good round-table discussions. Mazhar Hashmi, Director of the International Trade Studies program at Des Moines Area Community College showed a video pointing out the need for linguistic and cultural understanding in the area of business negotiations and that the lack thereof can lose possible markets and friends. The second guest was Paul Hoekstra, Iowa's State Foreign Language Consultant from the Department of Education. Mr. Hoekstra answered many questions the committee had concerning certification of instructors, other programs within the state, and general philosophy of early acquisition.

The following subcommittees were appointed to cover objectives 2-4.

1. An elementary principal researched teacher certification and availability. To do this he gave a questionnaire to all elementary teachers asking that they indicate the number of semester hours of college foreign language credit they had. Forty-nine teachers had from 1-27 credits, 58 had none. The secondary staff was not surveyed.

At this time, no certification requirements for teaching foreign language at the elementary level exist. Paul Hoekstra, State Foreign Language Consultant, advised the committee that proficiency in the language as well as expertise in current and new methodology may be more important than hours of foreign language study in college.

2. Two administrators analyzed initial and ongoing costs. One parent looked into possible sources of funding resulting in a list of twenty foundations, corporations, and state bureaus which do grant funding for international studies.
3. Two elementary teachers (co-chairs), two secondary foreign language teachers, a school board member, and a PTO representative studied the effects on the instructional program (curriculum and scheduling).

Continued on page 7

FLES Reviews . . .

Reviews of literature and materials of interest to FLES teachers will be included in each issue. Although the reviews have been divided into French, German, and Spanish, you will find material of interest to all FLES teachers in each section as well as language specific material. If you are acquainted with FLES materials, books or articles that would be of interest to other FLES teachers please send information about them to the appropriate reviewer. If these materials are not available in your public library you can request them on interlibrary loan. Addresses and telephone numbers are included when possible for commercially available materials.

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Ames, Iowa 50010.
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Ames, Iowa 50010.

FRENCH FLES

Alexander, L. & John, M.H. (1985). Testing Oral Skills in a FLES Short Course. Foreign Languages Annals, 18 (3), 235-239.

This article describes an oral test given to a group of second graders, following a one-semester foreign language course. Information is given on how to develop a test that parallels test material with student experiences. A point system used by evaluators is described and interpreted. Goals of the procedure are: low time requirement, low stress, and individualization, as well as validity and reliability. Procedures used could easily be applied to any language taught at any level of a FLES program.

GERMAN FLES

Wilmes, L. & Wilmes, D. (1983). Everyday Circle Times. Dundee, Illinois: Building Blocks.

Books written for nursery school and kindergarten teachers emphasize practice in using language at a relatively basic level. FLES teachers will often find them useful sources of game and activity ideas. This book, for example, contains 48 lessons, each one devoted to a particular topic - e.g., animals, transportation, weather - and containing detailed suggestions for appropriate language activities and games. The choice of topics in this particular book clearly complement first and second year FLES programs.

SPANISH FLES

Seely, C. (1985). ¡Español con impacto!: Total Physical Response Spanish. (4th ed.) Los Gatos, CA: Sky Oaks Productions. P.O. Box 1102 95031 (Hardcover $14.00; Paperback $6.95)

This book is a Total Physical Response (TPR) Spanish student text. It is currently being used in Iowa in one community as a first year high school text, but the material seems applicable to FLES.

Five types of exercises are used in the book. Four of the five are TPR exercises: single commands, action series, action dialogs, and action role playing. The use of dialogs with no action is the fifth type of exercise. This book is a good resource for those interested in using TPR. Other total physical response books and films are available from Sky Oaks Productions.

Games from page 3

clude 1) books of games for teaching foreign languages, 2) books for teachers of English as a second language in elementary schools, 3) game and activity books for pre-school and elementary teachers, 4) books of ideas for elementary learning centers, 5) books for teachers of children with learning disabilities, 6) game and activity books for parents of toddlers, and 7) books of children's games and parties.

Some of the games found in these sources are weak and some are certainly boring. With the aid of the Colossally Crafty Basic #1 Game Principle and the five Crafty FLES Game Rules, we can devise some games at least as good as many of these. We start with the Colossally Crafty Basic FLES Game Invention Principle: adapt games children already play. They already know the rules; FLES teachers just modify the games for language purposes. Remember that we can add FLES components to any game children like to play. Their enjoyment shows that the game works as a game---it is fun, exciting, and suspenseful; we ensure that it meets FLES goals.

Obviously most FLES teachers already use this basic FLES game invention principle even without the benefit of the Collossally Crafty Crash Course; there are a tremendous number of versions of Bingo, Tick-Tack-Toe, and Memory being played in FLES classrooms around the world. The Crash Course takes FLES teachers one significant step further, however. With this step we begin to think like game inventors.

As game inventors we apply the Crafty Universal Game Generator. We start with 1) a theme such as animals or travel, 2) a game element such as dice or cards, or 3) a board design such as a three-by-three square or a twenty unit track. As FLES teachers we are tempted to start with a theme because the theme or category so easily becomes a vocabulary unit such as animals or a structural operation such as verb conjugation. If we start with this feature, we may devise two or three games. If we attempt to think like game inventors, however, we start with either the game elements or the board design, each of which is more basic to game structure than the theme.

By manipulating the game elements or the board design we can dramatically increase the number of games we can develop. As an example, consider what we can do with dice. Game #1 uses just one die and six stacks of vocabulary cards. A player throws the die and performs the required language operation with the first card in the corresponding stack; one point is awarded for each correct answer. Game #2 uses the die to do such things as build a house or fill the grocery cart. Again

Continued on page 6

Games from page 5

there are six stacks of cards corresponding to the six sides of the die. Each side represents one of six rooms or foods. Each player throws the die and performs the required language operation. The first to add all six rooms or buy all six foods is the winner. When players throw a side which they have thrown before, they might either lose the turn or throw again. For Game #3 we cover a large cube made from a cut-down half-gallon milk carton with pictures representing six categories. Each player throws the die and states the name of a member of that category. In Game #4 older children throw two dice and add, subtract, or multiply the numbers. Game #5 uses one of a pair of large fuzzy dice of the type sometimes found in teen-agers' cars. Players throw the die at the wall and call out the number. Game #6 uses both fuzzy dice. One player on each team throws a die; the team with the higher total at the end of the game wins. For game #7 we cover two small cubes with pictures; one might have six animals, the other six fruits. Each player throws both cubes and says, for example, "The cow eats the banana." Game #8 also uses a pair of picture dice. Each die is thrown by a different player. Player A says, for example, "My book in on your chair;" player B replies, "My chair is on (or under) your book." Game #9 also adds physical activity. There are six stations within a small area. Each station and each side of a milk carton cube contains a picture of an article of clothing. The player throw the die, goes to the station, performs the required language operation, and receives either an actual adult-size article of clothing to put on or a picture of that article of clothing to stick on an 8 1/2" by 11" card. Game #10 uses a pair of dice and a large Tick-Tack-Toe board. Each space of the board contains a picture, and the spaces are numbered one to three vertically at the left and one to three across the top. Numbers four, five, and six on each die are covered with paper numbers one, two, and three. Each player or team throws the dice and must perform the required language operation with the card in either of two spaces, e.g., either space 2-3 or space 3-2. The winner is the first to get three spaces in a row or to cover five spaces on the board. Older children find this game more suspenseful than the traditional Tick-Tack-Toe game.

These dice games show what is possible once we begin to think like game inventors. But further application of the Crafty Universal Game Generator enables us to create even more games. In each of the ten games just described we can replace the dice with one or two roulette-type wheel and pointer combinations or with aces through sixes from several old card decks; from ten games we generate twenty or thirty games. Or we can use dice, a roulette wheel, or cards to determine how to move or fill spaces on a grid like the Checkers board or how to move along a track like the Monopoly board. If we add to this mixture a theme such as geography or culture, the Universal Game Generator enables us to develop additional games. For example, the board might be a round-trip track connecting major cities within a country or area where the target language is spoken. As they attempt to be the first to reach home or the first to visit all the cities, the players perform the required language operation or name something to be found in that city. While the children play the game they become more familiar with a country where "their" language is spoken.

The benefits of the Colossally Crafty Crash Course in FLES Game Invention are obvious. Graduates base all their games on the Crafty #1 Game Principle; as a result, their games are fun, exciting, and suspenseful. Graduates of the Crash Course accept the five Crafty FLES Game Rules of simplicity, appropriateness, ease of preparation, careful determination of the language operation involved, and use of the target language. And graduates have learned to operate the Crafty Universal Game Generator. With a few pair of dice, some large and small cubes, a wheel and spinner, a stack of vocabulary cards, a handful of marking pens, and several poster boards these graduates can create games on demand and banish boredom from the FLES classroom forever.

Roberta Graber Ross, FLES Teacher, Ames Foreign Language Association and David Gerald Ross, Game Inventor, 1411 Curtiss Avenue, Ames, Iowa 50010

SLAC Conference Participants

Rosemarie Benya, Conference Chair, reported participants at the SLAC conference included persons from Canada, Brazil, Belgium, Mexico, and Trinidad. Iowa was represented by thirteen conference participants, and, according to the conference program, was the state which provided the most presentations. Listed below are Iowa conference participants; conference presentors are marked with an asterisk (see Iowa FLES Newsletter, Fall 1986, for titles of Iowa presentations).

*Toni Baugher, Ankeny
Neva Christensen, Iowa City
Sheila Dietz, Ames
*Judith Finkelstein, Cedar Falls
Kathie Fredricks, Hartwick
*Donna Grundstad, Iowa City
*Argelia Hawley, Cedar Falls
*D.C. Hawley, Cedar Falls
Paul Hoekstra, Des Moines
*Marcia Rosenbusch, Ames
*Roberta Ross, Ames
Susan Turner, Cedar Rapids
Dedi Walker, Iowa City

Drake Workshop Held

A workshop for elementary foreign language teachers funded by the Department of Education was held in June 1986 at Drake University under the direction of Rosemarie Van Dyck. Nine FLES teachers took part in the workshop which included 2 hours of credit in Child Development and 3 hours of credit in Elementary Foreign Language Methods. Participants studied foreign language education theory and received practical experience teaching children ages 3 through 14. The possibility of future FLES workshops for Iowa teachers is currently under study.

Extracurricular to Curricular from page 4

It was this subcommittee's task to decide on options to be considered. These options reflected the need to address problems discussed during visits to K-6 programs at Edmund's Fine Arts Academy in Des Moines, at Thomas Jefferson Elementary in Davenport, and in contacts with others out of state.

It was learned that articulation with the secondary level stood out as the greatest threat to the success of most programs. Some students faced a 1-3 year break in foreign language study at the middle school or junior high level which discouraged learners and parents. Moreover, it was learned that there was a reluctance on the part of most secondary staff to adjust curriculum to accommodate incoming students with some proficiency.

Therefore, the subcommittee chose to address this problem by including changes in the 7th grade curriculum in all four options to form a 6-year sequential program in French and Spanish. It was proposed that the current 7th grade exploratory program would take place at 6th grade: one semester each of French and Spanish.

Discussion during committee meetings was "lively" as potential problems were brought up such as: 1) possible need to go to an 8 period day at the junior high; 2) concerns that secondary enrollment in foreign languages would decrease; 3) concern about acknowledgment by colleges of a three-year language sequence that begins in 7th grade.

As for elementary school concerns: 1) how to fit an elementary foreign language program into an already tight schedule; 2) the fact that another special program involving 90 minutes every 6 days at the 6th grade was already slated to begin Fall 1986; 3) fears that language study would move down into lower grades in the future; 4) questions about community support for elementary foreign language.

As specific implementation concerns were expressed, the administration chose to postpone discussion until a later implementation committee would convene. This decision, as well as the administration's reluctance to confront a growing sense of concern among elementary teachers in the community, lead in part to the near demise of all efforts following the Fall team management meeting.

Step Four: Contact with school board. Following the conclusion of the study the report to the Board of Education was made. Initial indications were positive, however, within three months four new members would replace those who had voted for the proposed change. Two board members had served on the study committee following elections and have remained a crucial link with administration and staff.

Following some tense moments the Board of Education helped develop four options to be discussed: 1) implementation of a 6th grade exploratory program as recommended; 2) implementation as recommended with the addition of 10 minutes to the elementary school day; 3) administration of the current extracurricular FLES program by the district making it voluntary and free to students while a committee continues the study of the implementation of FLES in the school day; 4) vote no to the recommendation.

The vote on the recommendations by the Board of Education was held on November 17. Option 3 was approved. During the remainder of this school year a committee will plan the extracurricular FLES program which will be administered next year through adult education. A second committee will study the effects an elementary foreign language program would have on the schools. Areas to be studied are: effects on K-12 curriculum, articulation between elementary and secondary programs, community input through a needs assessment survey, college requirements and acceptance of foreign language credits, costs related to the program, and options of how an elementary program could be implemented into the school day. This committee will be composed of a college professor involved in foreign language education, secondary foreign language teachers, elementary school teachers, FLES representatives, an administrator, and a school board member.

There are several factors which have lead to the gains made thus far:

1. The Iowa Humanities Board Project 1984-85.
2. The optimism communicated and the contacts made at the Oklahoma Conference March '85. Of special note: Jo Anne S. Wilson, Instructional Specialist, Flint Community Schools, Flint, Michigan, and Dr. Rosemarie Benya, East Central Oklahoma State University, Ada, Oklahoma.
3. A strong FLES program for three years prior to the study.
4. The expertise and encouragement of Paul Hoekstra, the State Foreign Language Consultant.
5. The extensive research effort by the Foreign Language Association making a wide range of materials available.
6. A new superintendent with the courage and foresight to support this concept.
7. Persistence and commitment to the goal of giving every child the opportunity to experience more than our one dimensional perspective of the world!

Even in a situation where there is opposition within the educational community there are some ground rules that will help eliminate obstacles before they become stumbling blocks:

1. If not in place, a statement of philosophy must be considered by school board and administration. This sends a clear message to all concerned. This statement must establish, "Are foreign language and international studies important and to what degree?"
2. Staff at every level must be included in, and feel a part of, the planning and decision-making process.
3. Committees must establish which are advisory members and which are voting members and conduct meetings accordingly.
4. Committees must be kept small with meetings less than two hours in length. Also provide a variety of speakers, films, or other informative and challenging media to generate discussion.
5. Don't try to "duplicate" another program. Every community has it's own unique situation to work with. Be POSITIVE and envision you own possibilities with unlimited imagination!

Resources:
Bragaw, D.H. & Zimmer-Loew, H. Social studies and foreign language: A partnership. Education Digest, 51, 36-39.

Continued on page 8

Extracurricular to Curricular from page 7

Call to linguistic arms: Improving America's foreign language competence (Excerpt from the President's Commission Foreign Language and International Studies Report). Todays Education, 69, 72GE-73GE.

Hashmi, Mashar, Guest commentary. Business Record, Oct. 28-Nov. 3, 1985.

Iowa Department of Education. A guide to curriculum development in foreign language: A curriculum coordinating committee report (Preliminary Draft). Des Moines, Iowa

Kondrake, M. Ugly American redux. The New Republic, March 31, 1979, p.13.

Lee, William B. For and against an early start. Foreign Language Annals, 10, 263-270.

Magrath, C.P. International education and language studies: A question and a proposal. Change, 14, 8-9.

Rosenbusch, M. FLES: An important step in the right direction. Hispania, 68, 174-176.

Simons, B. Learning language and loving it. (Brattleboro, Vt. High School) American Education, 18, 17-19.

Unks, G. The perils of our single language policy. Education Digest, 50, 24-27.

Toni Baugher, 240 Northwest 78th Avenue,
Ankeny, Iowa 50021.

Jointly funded by the College of Education and the College of Sciences and Humanities of Iowa State University, and the Iowa Department of Education

Published under the auspices of the Department of Foreign Languages and Literatures, Iowa State University

Editor's Note: All persons interested or involved in elementary foreign language teaching are urged to send news items or articles to the Editor. Submission deadline for the Spring 1987 issue is February 6, 1987.

Marcia H. Rosenbusch, Editor
Iowa FLES Newsletter
300 Pearson Hall
Iowa State University
Ames, Iowa 50011

IOWA FLES NEWSLETTER

A newsletter for teachers of Foreign Language in the Elementary School.

Volume 3 Number 1 Spring 1987

National Network Organized

A planning meeting for a national network of educators involved in teaching second languages to children was held at the Center for Applied Linguistics (CAL) in Washington, DC, on January 31 and February 1, 1987. This meeting, chaired by Nancy Rhodes (CAL), was an outcome of a FLES (foreign languages in the elementary school) session held at the 1986 American Council on the Teaching of Foreign Languages Conference held in Dallas, Texas. Participants at the network planning meeting were 28 educators who represent second language programs in 16 states. Participants, whose needs as educators are not currently being met by any other organization, developed the framework for the network during the two day meeting.

The purpose of the network is the facilitation of communication among teachers of second languages to children, teacher trainers, parents, program administrators, and policy makers, and to improve public awareness and support in the field. Membership in the network is open to anyone interested, that is, teachers, state and local second language coordinators, members of the language associations (AATG, AATF, AATSP), teacher trainers, parents, and interested individuals. The network will be housed at the Center for Applied Linguistics during its organizational period.

Meeting participants met in committees to define the activities of the network:

1. Newsletter.

Editor of the network newsletter will be Marcia Rosenbusch, Iowa. The first issue of the newsletter will be mailed in September, 1987. The name proposed for the newsletter and network is: FLES NEWS - National Network for Early Language Learning. Mari Haas, New York will serve as Corresponding Secretary for the network and will prepare the mailing list for the network. An Editorial Board was established whose responsibility is to submit information for a designated topic to the Editor for each issue. The topics and Editorial Board members for the first year of publication are as follows:

(1) Classroom Activities - Donna Grundstad, Iowa
(2) Research - Elsa Statzner, Minnesota.
(3) Resources (Curriculum materials, related magazines, and journals) - Betsy Groub, New York.
(4) Conferences, and calls for session proposals - Melanie Klutts, Texas.
(5) Funding information and new legislation - Kurt Muller, New York.
(6) Teaching Method - Carol Ann Pesola, Minnesota.
(7) Publicizing second language learning - Carolyn Andrade, Ohio

2. Funding Committee

Possible sources of grants were reviewed and will be contacted by network members. A fund raising letter will be prepared by the committee for use in requesting funding. Persons in attendance at the meeting contributed $500 to the network to begin the fund raising drive.

3. Activities which can be accomplished without funding.

Second language learning rap sessions were proposed as a means of getting the information about the network out to practioners at state and regional conferences. Meeting participants volunteered to contact colleagues in other states in order to: (a) propose that a rap session be held in their state and provide guidelines for the rap

Continued on page 7

The Editor Writes . . .

This issue of the Iowa FLES Newsletter announces a first in FLES education in this nation: the organization of a national network of FLES educators. Two Iowans attended the organizational meeting held in Washington, DC: Donna Grundstad and Marcia Rosenbusch. Both were impressed with the expertise of the educators who attended the meeting and their commitment to quality early language education. Both Iowans will be active in the publication of the national FLES newsletter sponsored by the network. See the information in this issue of the Iowa FLES Newsletter on how to order the national newsletter.

Also in this issue is an article on the Iowa City FLES program which is in its first year of operation as a curricular program. This unique approach to FLES was designed to meet the particular needs of this community. It will be of interest to all Iowa FLES educators.

Summer FLES Training Opportunities

Bank Street College, New York, NY will offer an intensive one-month institute to develop curriculum for teaching second languages to children from July 7 through August 4, 1987. This institute is for language teachers and native speakers. Participants will receive 4 graduate credits. The institute will include two weeks at Bank Street College with a focus on theory and practice of first and second language acquisition, new approaches and strategies for teaching young learners, and examples of teaching materials and resources. Two weeks will also be spent either in France or Mexico and will include a homestay with a family, regular study with French and Spanish experts in teaching children, language classes, curriculum building, and gathering of materials for classroom use. Cost is $2,200 which includes the round-trip air fare to France or Mexico, the homestay, and meals abroad. Housing in New York is $300. For additional information contact:

Mari Haas, Bank Street College, 610 West 112th Street, New York, New York 10025.

Miami University, Oxford, OH will offer a workshop focusing on the early adolescent as a foreign language learner (Grades 5-8) from July 20 through July 31, 1987. Participants will become acquainted with the rationale, materials, and strategies for helping young adolescents develop decision-making skills that apply to their daily lives in the context of foreign language learning. Approaches for addressing individual differences in the foreign language classroom will be discussed and demonstrated. Participants will have the opportunity to practice techniques, work with computers and foreign language software, view video tapes, and preview games and songs. French and Spanish materials will be emphasized. This workshop is open to classroom teachers and administrators. For further information, contact:

Bettye Myer, Assistant Professor, 301 McGuffey Hall, Oxford, Ohio 45056, (513) 529-6320, or 529-6443.

Concordia College, Moorehead, MN will offer a FLES methods course for foreign languages in the elementary and middle school from June 6 through July 3, 1987. This workshop is intended for teachers already licensed for grades 7-12 with a major in a foreign language, or for licensed elementary school teachers who have a major or a minor in a second language. The course will include three components: lecture and discussion; demonstration classes in French, German, and Spanish; and a teaching component in which every methods student teaches a class of 10-14 children daily. Participants may enroll for four semester hours of undergraduate or graduate credit. At the end of the course they will have acquired a background representing the most current research and practice in the area of language for children. They will also take with them lesson plans for demonstration and clinical classes in each of three languages and a basic set of concrete teaching materials. Cost, including tuition, room, board and materials is $950. For application forms contact:

The Office of Admissions, Concordia College, Moorhead, Minnesota 56560. For additional information contact Carol Ann Pesola, Concordia College, Moorhead, Minnesota 56560, or call (612) 644-6506 (evenings).

SLAC Conference Session Proposals Requested

The Third International Conference on Second/Foreign Language Acquisition By Children: Theoretical Aspects and Practical Applications will be held in Chicago, Illinois, March 18-19, 1988. Dr. Rosemarie Benya, Chairperson for the conference, has announced the guidelines for session proposals which are due September 15, 1987. The following topics are suggested for the proposals: current research into second/foreign language acquisition by children (up to and including preadolescents), rationales for programs for teaching a second/foreign language to children, successful existing programs for second/foreign language acquisition by children, specific suggestions on how to prepare and implement second/foreign language programs for children, available techniques, methods, texts, and materials for teaching a second/foreign language to children, and problems in implementing and coordinating second/foreign language programs for children as seen from administrative viewpoints. For more information on preparing the session proposals write to:

Dr. Rosemarie A. Benya, East Central University, Ada, OK 74820-6899, Telephone (405) 332-8000.

Fall Iowa Conference

The Conference on Modern Language Teaching, Methods III will be held in conjunction with the Iowa Foreign Language Association Conference on September 25-26, 1987, at the University of Northern Iowa, Cedar Falls, Iowa. Conferences on methodologies in modern language teaching were hosted previously at the University of Northern Iowa in 1977 and 1983. These conferences attracted a large number of teachers from Iowa and around the nation as well as from abroad. Selected papers from these conferences were subsequently published in proceedings.

Two FLES sessions have already been scheduled for the conference. A FLES Rap session will be held in which participants will share ideas, common problems and solutions, and strategies. The content of this session will be determined by the participants and will be facilitated by a session chairperson. A FLES Swap Shop will also be held. This session is an opportunity for FLES teachers to share successful teaching ideas and activities. Participants will bring 50 copies of a handout describing a favorite FLES activity to share with other participants.

For more information about the conference contact:

Professor Reinhold Bubser, Conference Director, Methods III/IFLA, Department of Modern Languages, University of Northern Iowa, Cedar Falls, Iowa 50614-0504; telephone: (319) 273-2749 or -3887.

The Elementary School Foreign Language Program of the Iowa City Community School District

In September of 1986, the Iowa City Community School District (ICCSD) began a curricular foreign language program for all students in 6th grade. This is the first year of a three-year phase-in which will result in French, German and Spanish being taught to all 4th, 5th and 6th graders. How this program came about, what it is, how it is funded, and where it is headed are topics that will be covered in this article.

Iowa City, a university community of approximately 60,000 people, has historically supported quality education. Parents, students, and teachers have shown a keen interest in foreign language. For at least the past 30 years there have been extra-curricular foreign language classes offered in various schools throughout the district. Parents have actively sought to have more than the standard four-year curricular sequence offered in French, German and Spanish. Enrollment at the secondary level has always been far above the national average and a large percentage of our graduates continue foreign language study in college Thus, the climate in our community has been favorable for the expansion of the program.

The recent increase in interest nationally in foreign language education added strength to the favorable climate of the community. The Board of Education and the Administration responded to this local and national emphasis by accepting the district curriculum advisory committee's 1984 recommendation that the program be expanded. In 1985, expansion of the foreign language program became a district priority.

Support from the staff is vital to the positive development of any program. While there has been real concern that offering a longer sequence would be detrimental to our strong secondary program, most of the foreign language teachers acknowledge that an earlier start and a longer sequence are important for developing attitudes and skills to their fullest. Because of their desire to continue to offer a high quality program, the foreign language teachers took an active roll in he design of the program expansion. Their expertise and interest have helped to shape a program which is good for the students and for the program as a whole.

The atmosphere was right for the development of the program. But, there is always the inevitable question of funding. Luckily, funding became available through the Iowa Legislature and the Department of Education in three ways. First, districts can apply for educational enrichment funds under the state School Improvement Plan. These funds were first used to help the junior high schools pay for teachers and materials for the expansion into the 7th and 8th grades and then to assist the elementary schools with the expansion into the 4th, 5th, and 6th grades. The schools must absorb more and more of the costs each year though, with enrichment funds being eliminated after the third year of the program. Secondly, the State Legislature awarded additional money to schools for the improvement of foreign language programs. This money was awarded on a per student enrollment basis. Thirdly, the Iowa Department of Education began awarding grants to districts for program expansion. We were fortunate to be awarded at $10,000 grant for the purpose of developing an elementary program and writing the curriculum. All of these sources of revenue made the program expansion possible without the necessity of taking money from existing programs.

The ICCSD expanded its program from the 8th grade down. Until 1985, 4 1/2 years each of French, German and Spanish were offered. Junior high students could elect to take a one-semester introductory course which could be followed by a four year sequence in high school. Beginning with the 1985-86 school years, 7th and 8th graders could, for the first time, elect to begin the foreign language sequence by taking first year French, German, or Spanish instead of the introductory course. This was the first step in the process of lengthening the sequence. The next step was to develop an elementary program which would prepare students to begin formal language study in the 7th grade.

In the fall of 1985, a committee was set up to plan the elementary foreign language program. The committee was made up of elementary teachers and principals, secondary foreign language teachers, parents, foreign language teachers from the extracurricular elementary programs, university professors, the district foreign language curriculum coordinator, and the director of elementary curriculum. The committee was charged with the task of researching elementary foreign language programs and determining the philosophy, the goals and the structure of the programs to be recommended to the Board of Education.

The research done by the committee consisted of reading current literature and speaking with some of the people involved in the extra-curricular elementary foreign language programs. The purpose of the research was to provide background information for the committee members and provide a basis for decision making.

In order to reach a final recommendation, the committee explored the range of possible programs: from total immersion to a one week short course, from a multi-lingual program to a single language program. It was also necessary to analyze the entire system of which this elementary foreign language program was to become a part. As the committee proceeded with its work, the parameters of the program to be developed became clearly defined by the goals determined by the committee, administrative recommendations, and the analysis of the entire context surrounding the program.

The elementary foreign language program that was adopted by the ICCSD includes all students in grades four through six. The students will take one year of each language: French, German and Spanish. The classes will meet for 25 minutes, two times each week, and will be taught by certified teachers who are foreign language specialists. These teachers will go into the regular classroom and will work cooperatively with the regular classroom teacher. The specialist in charge of teaching and the regular teacher will assist with management and also will participate in the learning activities whenever possible.

Continued on page 4

Iowa City Program from page 3

The languages will rotate through the schools every three years. For example, in one year, one-third of the elementary schools in the district will offer French to all students in grades four, five, and six. The following year those same schools will offer German, and the third year they will offer Spanish. The other schools will follow the same sequence, but will not begin with the same language. The two primary reasons behind the decision to teach one language at a time in one building rather than make each language grade-level specific, were to cut does on teacher travel and to allow for more interaction among teachers and students within a school. It was also felt that if all sixth graders in the district were taking the same language, this could cause considerable disruption to the enrollment balance in the secondary program.

The goals for the ICCSD elementary foreign language program, as developed by the planning committee, are as follows:

To provide an introduction to and basic instruction in foreign language.
To foster appreciation and respect for other peoples and cultures.
To create a foundation for later language learning.
To develop a positive attitude toward other languages.
To begin to develop listening, speaking, and communication skills.
To give insight for wise choices in future language studies.
To enrich other curricular areas.

These goals include the beginnings of language skill development. However, they go beyond that focus to include affective goals related to attitudes and awareness; goals that have value even to the student who does not choose to continue the study of foreign language beyond the elementary program. The goals also express the intent of the program to provide students with real experiences on which to base future decisions regarding whether or not to continue in foreign language, and if so, which language to choose.

The curriculum used for this program was written by a team of four teachers from the district: one specialist in each of the three languages and one project director. The content differs from language to language in order to minimize students' confusion as they switch from one language to the next, and also to provide opportunities to focus on characteristics that are unique or special to one language or culture. For instance, food is studied in all three languages, but French focuses on breakfast, Spanish on fruits, and German on dinner. The house is also studied in all three languages but Spanish focuses on the exterior of the house, French focuses on the kitchen and dining room, and German includes the rooms of the house in general.

The units of the curriculum are vocabulary based. Each unit includes culture, but always firmly rooted in the language study. For example, manners, table settings and typical meal content are included in a unit on food, housing differences are discussed while learning house vocabulary, and schooling differences are explored while learning to name and manipulate classroom objects. Activities are primarily oral with some reading and writing. In addition to the vocabulary-based units, each language also includes special projects in art, sports and games, and of course, eating. Frequently these projects are the culmination of a unit where related vocabulary and expressions have been learned, and provide a real experience for using the language.

The curriculum guide written for the teachers includes daily lesson plans indicating the lesson objective, materials needed, and learning activities. In many cases supplementary activities are included to provide flexibility in dealing with the many unforeseen events within the school year. Most of the activities are based on two methodologies: Total Physical Response (TPR) developed by James Asher, and the Natural Language Approach (NLA) developed by Tracy Terrell. TPR is primarily receiving and giving commands in the target language that require a physical response, such as the manipulation of objects. The use of TPR has been especially helpful in working with large classes as it keeps each student actively involved at all times. The use of NLA encourages the teacher to speak using a natural flow of language with visuals and gestures to help convey meaning. Student responses to questions may be as simple as the name of another student or "yes" or "no". The complexity of the response depends on the level of the language the student has previously acquired. Since the classes include a wide range of ability levels, NLA allows students to hear lots of language and to absorb it according to individual capabilities. The major emphasis of these methodologies is on the development of oral communication skills. Some reading and writing activities are included to assist the visual learner and also to smooth the transition between the elementary and secondary programs.

Implementation of the elementary program is taking place over a three-year period. During the current school year, the program includes only sixth graders. Of the 15 elementary schools in the district, five offer French, five German, and five Spanish. Next year (1987-88) the program will include grades five, and six, and the following year (1988-89) the program will be fully in place and include grades four, five, and six. As previously mentioned, all students in these grades will study one year each of French, German and Spanish. When these students reach seventh grade, they may choose one of the three languages if they wish to continue foreign language study, and a six-year sequence will be available to them. The decision to implement the program with this "top-down" approach, was made in order to have, at each phase of implementation, a program that is fully articulated with the secondary program. The procedure also allows the program to start small and grow, with evaluation and adjustments being made after each phase of implementation.

Many problems have been confronted during the planning and implementation of this program. Some have been resolved and some have not. The following is a description of some of these problems and how they have been dealt with.

Funding for a new program is always a primary concern. As previously mentioned, money needed for the planning phase was obtained through a grant from the Iowa State Department of Education. An

Continued on page 6

FLES Reviews . . .

Reviews of literature and materials of interest to FLES teachers are included in each issue. Although the reviews are divided into French, German, and Spanish, you will find material of interest to all FLES teachers in each section as well as language specific material. If you are acquainted with FLES materials, books or articles that would be of interest to other FLES teachers please send information about them to the appropriate reviewer. If these materials are not available in your public library you can request them on interlibrary loan. Addresses and telephone numbers are included when possible for commercially available materials.

FRENCH: Donna Grundstad, 1814 Flatiron Avenue,
Iowa City, Iowa 52240.

GERMAN: Roberta Graber Ross, 1411 Curtiss Avenue,
Ames, Iowa 50010.

SPANISH: Elena Vega, 140H University Village,
Ames, Iowa 50010.

FRENCH FLES

MacAulay, D. (1973). Cathedral, the story of Its Construction. Boston: Houghton Mifflin Company.

This book, written in English, tells the story of the construction of an imaginary Cathedral of Chutreaux. The account of the procedure includes methods which correspond closely to the actual construction of a Gothic cathedral. The detailed drawings throughout the book help the reader appreciate the intricacy and majesty of such a cathedral. Readers will gain an understanding of the architectural style and begin to comprehend what it took to build it.

Cathedral is 79 pages long, and probably could not be read to a class in its entirety. However, interest in the book could be developed by showing some of the pictures and explaining the story briefly.

David MacAulay has also written Castle, which describes the construction of a 13th century castle. The setting is in England, but the castle closely resembles those in other European countries.

Paoletti, M. & Steele, R. (1986). Civilisation francaise quotidienne. Paris: Hatier.

The goal of the authors is to present a complete and authentic picture of France as it is today. To accomplish this task they have compiled articles from magazines and newspapers covering a wide range of topics. These topics include the family, housing, cuisine, leisure, education, and more.

This book is a very rich source of current, cultural information needed by FLES teachers. Also, it is written in French as the French read it today, thus giving FLES instructors a chance to exercise and improve their own command of the language.

Stein, G., & Kreizman, J. (1987). French Is Fun, Lively Lessons for Beginners, Book A. New York: Amsco.

French Is Fun is a basal foreign language textbook suitable for upper elementary beginning language learners. The text is vocabulary based and presents quite a bit of grammar associated with specific vocabulary groups. Lots of simple drawings are included throughout the book. These drawings function to convey meaning and as a basis for many written activities. The book focuses on language only and would require supplementary materials for teaching cultural information.

The book is available in soft or hard cover, in Spanish and French. To receive a catalog, write to Amsco School Publications, Inc., 315 Hudson Street, New York, NY 10013.

Marion, C. (1983). Tips for Foreign Language Teachers Who Can't Sing or Dance. Portland, ME: J. Weston Walch.

This book describes activities in many categories, including bulletin boards, culture exploration, games, holiday fun, foreign sports, and vocabulary drills. The book was written for secondary programs, but most of the activities are either adaptable to or already suitable for the elementary level.

For a catalog of Foreign Language Teaching Aids, write to J. Weston Walch, Publisher, P.O. Box 658, Portland, ME 04104-0658.

GERMAN FLES

Linse, C. (1983). The Children's Response. San Francisco: The Alemany Press.

This book provides sixty detailed lesson plans for teaching English to children by means of the Total Physical Response (TPR) method. Structure and vocabulary items covered include pronouns, definite articles, possessive pronouns, adjectives, and prepositions. FLES teachers can adapt/translate these lessons to their language or use them as a guide to create their own TPR lessons.

Wilmes, L. & Wilmes, D. (1983). Everyday Circle Times. Dundee, Illinois: Building Blocks.

Books written for nursery school and kindergarten teachers emphasize practice in using language at a relatively basic level. FLES teachers will often find them useful sources of game and activity ideas. This book, for example, contains 48 lessons, each one devoted to a particular topic - e.g., animals, transportation, weather - and containing detailed suggestions for appropriate language activities and games. The choice of topics in this particular book clearly complement first and second year FLES programs.

Freudenstein, Reinhold, Ed. (1979) Teaching Foreign Languages to the Very Young. Papers from Seven Countries on Work with 4- to 8-Year-Olds. New York: Pergamon Press.

With one exception, these articles reflect the experience of people teaching in both western and

Continued on page 7

Iowa City Program from page 4

additional grant for revising and expanding the program has been received from the same source. Additional funding to pay teacher salaries and purchase materials has come from the State School Improvement Program. When these sources of funding are no longer available, the ICCSD will honor its commitment to support the program.

After examining elementary foreign language curricula from many sources, it was determined that it would be necessary to assemble a team of specialists from the district to write a curriculum to fit the given context. The curriculum that was developed relies heavily on the use of visual materials. Most of these materials were obtained from a variety of commercial sources. Materials needed that could not be purchased were made by two high school artists who were hired by the district.

A major concern of all involved in the development of this program was the articulation with the secondary program. It is currently not feasible to allow students to enter the junior high program at different levels. Therefore, the elementary program needed to support, but not duplicate the junior high program. That is one reason for the emphasis on oral skills in the elementary curriculum. In addition, many of the units focus on vocabulary that is not dealt with early in the secondary program. Much of the content of the elementary program could be described as pre-foreign language skill development, since the students are learning what foreign language study is and they are getting a chance to try it out for themselves. As they learn the sound system of the language and some basic vocabulary and expressions, they are acquiring tools that will help them to become successful language learners. As the learners have a chance to explore the culture related to the language, they begin to develop an awareness of self and others, an important pre-foreign language skill, as well as a life skill for those who do not continue foreign language study.

Another serious problem for new foreign language programs is in finding qualified teachers. Currently, the State of Iowa does not have certification for elementary foreign language specialists. For this year, certified secondary language teachers were given temporary elementary certification. There were enough part-time secondary teachers in the district who were interested in adding the elementary courses. Although this problem has been taken care of for one year, it is a problem that will recur until the program is taught entirely by teachers with permanent elementary certification.

Much anxiety was produced by the question of how to fit an additional 50 minutes per week into an already crowded schedule. Rather than eliminating any other program, it was decided to take a few minutes from many different places. Once the year began with the foreign language program in place, the anxiety disappeared and the implementation has gone quite smoothly.

A less significant, though still important, concern was how to deal with large class sizes. Most methodologies designed for use in elementary foreign language classes are most effective with small groups. Many of the classes, however, have 28 to 30 students. The problem has been addressed in several ways. The regular classroom teacher helps with classroom management. Visual materials have been duplicated so each student will have a set of manipulatives for TPR activities. Many "pair" activities are included in the curriculum to help keep all the students involved. There is no indication that these class sizes will decrease in the near future, thus additional solutions to the problem will be explored.

Now that the program is in operation, it must be continually evaluated from many angles. These evaluations will guide revisions and changes to build a program that is successful and strong. Each course of study within the ICCSD follows a formal process of "Course Review." Through this process the course is analyzed for strengths and weaknesses and recommendations are made for improvement. Additional evaluation takes place through less formal procedures. The teachers meet several times throughout the year to discuss problems and ideas and to take whatever action necessary to keep the program running smoothly. At the end of the school year (in the elementary program) the teachers will meet again to discuss the curriculum and revise it as they feel necessary. The regular classroom teachers will also be asked to evaluate the program. Their input will be used in revising and planning for next year's expansion.

On a more global basis, statistics will be kept regarding how well these students do in the secondary program and on what patterns are followed as far as which language students take and how long they continue to study a language. These numbers will help to determine the effectiveness of the elementary program and will give insight to how well the levels of the program articulate.

It was possible for the elementary foreign language program of the Iowa City Community to develop because of a fortunate and timely combination of parental and departmental support, a high degree of national and local interest, and the availability of state funding. This developmental stage is far from over, as we will continue to evaluate and revise the program to function as an integral part of the ICCSD curriculum.

Donna Grundstad & Marlys Walker, Iowa City Community School District, 509 S. Dubuque Street, Iowa City, Iowa 52240.

IFLA News

Among the constitutional changes approved by the Iowa Foreign Language Association (IFLA) at its October, 1986, meeting was the creation of the position of FLES representative on the governing board. Marcia Rosenbusch was elected to this new position. At the January IFLA board meeting, approval was given for a $300 donation for the publication of the Iowa FLES Newsletter. Also approved was $100 toward Rosenbusch's expenses to travel to the organizational meeting for the national FLES network held in Washington, DC.

Correction:

We apologize to Dr. Gertrud Champe for misspelling her name in the Winter 1987 issue of the Newsletter.

FLES Reviews from page 5

Eastern Europe. Topics covered include the training and qualification of teachers, the benefits of learning a foreign language as a child, ways of maintaining interest, and methods of teaching children. An extremely valuable ten-page annotated bibliography lists specific course materials for teaching English, French, and German and books on teaching methods and learning theories.

SPANISH FLES

Perl, L. (1983). Pinatas and Paper Flowers: Holidays of the Americas in English and Spanish. (A.F. Ada, Trans.). New York: Clarion Books of Houghton Mifflin. (Paperback $4.50, ISBN: 0-89919-155-X)

Lila Perl compares holiday celebrations in the United States and the Spanish speaking countries of the Americas in Pinatas and Paper Flowers. Each of the eight chapters deals with a different holiday, beginning with the New Year in the first chapter and ending with Christmas. This book is a good source of customs, crafts and foods involved in the celebrations, but explicit directions are not given for the crafts or foods.

Sayer, Choe. (1977). Crafts of Mexico. London: Aldus Books. 17 Con Way Street, London WIP6BS.

This book contains beautiful photographs of many Mexican crafts as well as cultural information about them. Directions are given for projects of varying difficulty, such as tinwork, painted mirrors, clothing (huipils and quechquemitls), embroidery, wood lacquering, yarn painting, huichol beaded bowls, pottery, and wooden toys. Very clear directions are given for making pinatas, with step-by-step instructions and photographs.

Harvey, M. (1973). Crafts of Mexico. New York: Macmillan Publishing Co., Inc.

Crafts of Mexico uses good black and white photographs for step-by-step illustrations of Mexican crafts. The written directions are also very clear. Most of the materials are common and readily available. Sources are listed for materials that might not be as easily obtained. Textile projects include God's eyes, yarn painting and weaving. Reed work includes basket making, petate making (mats), and wheat weaving. Various metal, ceramic and wood projects are also presented.

National Network from page 1

sessions, (b) develop and send a "Network Flyer" that will be developed to explain what the network is and so that this information can be published in state newsletters, (c) request funding from the state organizations.

Additional ideas for promotion of second language were: (a) getting together with the school principal and presenting the school second language program at the state principal's organization, (b) presenting at various other types of conferences about second language learning; (c) writing articles for professional journals, (d) proposing a conference to develop a position paper on second language instruction at the elementary school level.

4. Teacher training.

Current programs which train second language teachers were identified. It was suggested that videotapes of model classes be collected and made available to teacher training institutions. An updated bibliography on second language programs is currently being prepared and curriculum materials are being collected and coordinated. This bibliographic and curriculum information could be made available to network members.

It was decided that program coordinators would draft a letter to be sent to colleges and universities to demonstrate the need for second language teachers trained to work with elementary school children. The qualities of an able teacher were discussed as well as topics for research in second language education.

The executive committee was elected and is made up of six members: Nancy Rhodes, Washington DC; Nancy Hess, New York; Melanie Klutts, Texas; Kathleen Riordan, Massachusetts; Carolyn Andrade, Ohio; and Diane Ging, Ohio. The treasurer and the newsletter editor will be ad-hoc members of the executive committee. Gladys Lipton, Maryland, was elected treasurer. The executive committee met and voted Rhodes as Chair by acclamation. The next meeting of the executive committee will be at the Northeast Conference, New York City, in April, 1987.

Order the National Network Newsletter

If you wish to be added to the mailing list to receive your free copy of the newsletter: FLES NEWS - National Network for Early Language Learning, send the following information to Nancy Rhodes, Center for Applied Linguistics, 1118 22nd Street, N.W., Washington, D.C. 20037:

Name: ______________________

Institution: ______________________

Position: ______________________

Address: ______________________
Street

____
City State

____
ZIP

Telephone: (____) ____________

Language(s) ______________________

Iowa FLES Workshop To Be Repeated

A FLES workshop was presented to 65 Iowa educators at Iowa State University, Ames, on Saturday, February 21, 1987, by Carol Ann Pesola, Concordia College, Moorhead, Minnesota, and Helena Anderson Curtain, Milwaukee Public Schools, Milwaukee, Wisconsin. Topics included in the workshop were: second language learning theories and their practical application in the classroom, immersion research and implications for FLES teaching, and ideas for activities, teaching materials, and resources. Demonstration of teaching methodology, many examples of teaching materials, and excellent handouts were all appreciated by workshop participants. Funding for the workshop was provided by Paul Hoekstra through the Iowa Department of Education.

Because the response for this workshop was so positive (over 100 applicants for the 65 available spaces) the workshop will be repeated again on Saturday, April 11, 1987, at Iowa State University. The registration fee of $35.00 which includes handouts, lunch, and snacks will be paid by the Iowa Department of Education, but travel and lodging will be paid by workshop participants. The workshop will begin at 8:15 am and end at 4:30 pm. To register for the April workshop contact:

Pam Easterling, Office of Continuing Education, 102 Scheman Building, Iowa State University, Ames, Iowa 50011-1112 or call (515) 294-4731.

Marcia H. Rosenbusch, Workshop Chair, 300 Pearson Hall, Iowa State University, Ames, Iowa 50011. (515) 294-4046.

Jointly funded by the College of Education and the College of Sciences and Humanities of Iowa State University, and the Iowa Department of Education

Published under the auspices of the Department of Foreign Languages and Literatures, Iowa State University

Editor's Note: All persons interested or involved in elementary foreign language teaching are urged to send news items or articles to the Editor. Submission deadline for the Summer 1987 issue is June 30, 1987.

Marcia H. Rosenbusch, Editor
Iowa FLES Newsletter
300 Pearson Hall
Iowa State University
Ames, Iowa 50011

IOWA**FLES**NEWSLETTER
A newsletter for teachers of Foreign Language in the Elementary School.

Volume 3 Number 2 Fall 1987

The Spanish FLES Program at Luther College

The Spanish FLES program at Luther College has just completed its fourteenth year. This article outlines the history of FLES at Luther, describes some of its curricular features, and shares a few of its successes and problems. Given the current interest in FLES, some of Luther's experiences may be of value to others who are contemplating similar ventures or who already have a FLES program.

FLES at Luther: From First Steps to a Maturing Adolescence. During the 1969 spring semester, Mary Lee Dirksen and Kristi Iverson Tice, two Luther students both majoring in elementary education and Spanish, approached their Spanish professor and expressed an interest in doing a class project that focused on FLES. Not fully understanding what the acronym represented, nor realizing what a can of worms was being opened, the instructor acquiesced. Their project initially focused on FLES successes and problems, but they finished it by teaching six demonstration lessons of Spanish to a dozen grade schoolers. Following the FLES lessons, they prepared a questionnaire to get parental and student reactions to the Spanish experience. The results were highly positive, so we decided to attempt weekly classes for the entire 1969-70 school year. With the exception of two years while the director was on leave and two others when the classes were not offered, the Luther College after school Spanish FLES program has continued, recently completing its fourteenth year.

The Goal: A Positive First Experience in Language and Culture. This program has always had as its primary goal to provide a positive first experience in language learning and in introducing selected aspects of Hispanic culture. The Spanish FLES classes are totally independent of the local school curriculum. In addition to providing area grade schoolers with a positive linguistic and cultural introduction, the program has also offered an exceptionally rich educational opportunity to the Luther College students who participate as FLES teachers.

Kids on Campus: A New Language and New Friends. Who are the students in Luther's FLES classes? The program is open to area 2nd-6th graders and we limit the enrollment to 30 children. Most years there has been an average of 20 students attending, although the number has ranged from 12-32. Although most of the students are from Decorah, there are youngsters from other towns--some from as far away as 30 miles! There are no specific criteria for participants other than that they be in grades 2nd-6th. They represent a wide range of abilities and provide a good variety of practical lessons in classroom discipline, motivation, and organization for our college student teachers.

Continued on page 4

The Editor Writes

This issue of the Iowa FLES Newsletter includes descriptions of several innovative second language experiences for elementary school children: two school year programs, a summer program, and a one-day camp.

The two school-year programs are of special interest because they both use upper-level second language students as teachers of elementary school second language classes. These two programs offer a valuable way of helping to build community interest and support in second language study for children. Ideally these programs will result in the establishment of regular curricular elementary school second language programs in the future.

The intensive summer program for the study of the Japanese language is unique not only in teaching a non-traditional language, but in its joint sponsership and partial funding by an Area Education Agency (AEA 11) and the Iowa Department of Education.

The one-day camp experience for elementary school children in a curricular second language program was extremely effective in stimulating the children's interest in and enjoyment of the second language and culture, as well as in stimulating the enthusiasm of the secondary students who helped with the camp.

Fall Conference Opportunity

Plan to attend the Iowa Foreign Language Association Conference which will be held in conjunction with the Conference on Modern Language Teaching, Methods III on September 25-26, 1987, at the University of Northern Iowa, Cedar Falls, Iowa. If you have never attended a national or international conference, you can have that opportunity at this conference. Educators from around the nation and abroad, as well as from Iowa, will present sessions.

Two excellent guest speakers will also address the conference: presidential candidate, Senator Paul Simon, and Claire Gaudiani, Project Director, The Rockefeller Foundation Fellowships for Foreign Language Teachers. As well as the numerous sessions on the theory and methodology of foreign language teaching applicable to all levels, the following sessions relate directly to the teaching of FLES:

Workshop: Noviciadas: An Oral Proficiency-based Method of Second Language Teaching for Elementary Schools. D.C. Hawley.

Classroom demonstration (see above Workshop). D.C. Hawley, Argelia Colon de Hawley, and Judith Finkelstein.

Incorporating Foreign Language in FLES. Kati S. Lockwood.

Second Language Learning in Young Children. Marcia Rosenbusch.

Disguised Instruction: Playing and Singing Fun for Elementary Students. Ann Bindner.

FLES Materials You Can Make. Jeanene Dietrich and Kathy Fredericks.

FLES Swap Shop. Donna Grundstad and Neva Christensen. (Bring 50 copies of the handout you will share.)

For registration information contact:
Professor Reinhold Bubser, Conference Director, Methods III/IFLA, Department of Modern Languages, University of Northern Iowa, Cedar Falls, Iowa 50614-0504; telephone: (319) 273-2749 or 273-3887.

Principals Support FLES

The National Association of Elementary School Principals (NAESP) passed a resolution in support of the teaching of foreign languages in the elementary school on March 31, 1987, at its national convention in Orlando, Florida. The resolutions states:

NAESP believes that foreign language proficiency is important for students who will live in the twenty-first century. NAESP therefore urges principals to consider the inclusion of instruction in a foreign language as a regular component of the school's instructional program.

The rational given by NAESP in support of this resolution states:

NAESP recognizes that today's students live in a nation characterized by ethnic and linguistic diversity--a diversity that is likely to continue and, perhaps, even increase in coming years. The growing economic interdependence of the United States and its trading partners requires that tomorrow's citizens be competitive in the world marketplace. The ability to express oneself in and to understand languages other than English contributes to success in that competition.

FLES Grants Announced

Paul Hoekstra, Foreign Language Consultant, Department of Education, has announced that guidelines for FLES program planning and implementation grants for the 1987-88 school year will be similar to those of the past year. The total amount of funding alloted for FLES grants this year is $100,000.00 While in the past the limit for each implementation grant was $10,000.00, Hoekstra states that the limit per grant may be reduced to $8,000.00 this year. The guidelines for the FLES grants will be sent to all school Superintendents by the end of August.

Activity Handbook Available

The National FLES/FLEX/Immersion Commission of the American Association of Teachers of French (AATF) has published a new report which contains practical activities which enhance, motivate, and/or reinforce classroom learning. The report is entitled, A FLES Sampler: Learning Activities for FLES, FLEX and Immersion, and is edited by Gladys Lipton. Contributions from classroom teachers make the report an effective, field-tested handbook for teachers. It is available for $5.00 from: **AATF Headquarters, 57 E. Armory Street, Champaign, IL 61820.**

Iowans Present at A.L.L.

The fourth annual conference of Advocates for Language Learning (A.L.L.) will be held October 16-19, 1987, in Washington, D.C. The theme for the conference is, "Learning Other Languages: A National Priority."

A session at this conference entitled, "The Success of FLES in Iowa," will share information about the factors which have lead to a dramatic increase in FLES programs in Iowa in the past three years, in order to encourage the growth of FLES in other states. Four Iowans who will share information about Iowa FLES in this presentation: Toni Baugher, Ankeny Community School District, Donna Grundstad, Iowa City Community School District, Paul Hoekstra, Iowa Department of Education, and Marcia Rosenbusch, Iowa State University.

For registration information for this conference contact: **Jane Reeves, 611 McNeill Road, Silver Spring, MD 20910.**

Japanese Institute Held

The weekend of July 9-11 wrapped up a very successful Japanese Language and Culture Institute held under the auspices of the Heartland Area Education Agency (AEA) of Johnston, Iowa. Twenty-four of the total of twenty-six students who attended the Institute, held from June 15 through July 11, were on hand to check-in with a simulated U.S. passport to enter a Japanese-speaking world set up at the St. Thomas More Center of Panora, Iowa.

Richard Murphy, Global Education coordinator of Heartland AEA, directed the planning for this experience. Michele Soria-Dunn acted as Institute Coordinator, and Dell Radcliffe as ESL coordinator and coordinator of the immersion weekend. The main instructors of Japanese were Yurika Kanai and Yoshiko Swift, with assistance from Harumi Iwata. The project was underwritten with support from the AEA and the Iowa Department of Education, as well as with the tuition of $95.00 per student.

The Japanese immersion weekend featured twelve students from Japan's Yamanashi prefecture who are here to improve their English at the Des Moines Area Community College. The Japanese students organized and prepared carnival booths, with games to play and snacks. The American students paid for the games in yen and tasted many new foods. Included in the festivities was a procession of the spirit box, where all the spirits of ancestors are welcomed back to the "community" with fireworks, noisemaking, etc.

Before arriving at Panora, the group stopped at Shogun Restaurant in West Des Moines for authentic Japanese cooking, Friday from 3-5 p.m. On Saturday, there was a review of all the spoken Japanese learned during the previous four weeks. One of the tasks of the American students was to answer forty questions about their Japanese student guests, such as, "Do you have a motorcycle?" Eight students were able to complete their entire list of forty items! Authentic meals were a part of the weekend experience, including raw egg with rice and pickled vegetables and fish for breakfast.

The American students were from Des Moines, Adel, Prairie City, West Des Moines, Urbandale, Johnston, and Ankeny, as well as a Canadian visitor from Toronto.

Planning will start soon for the next language and culture institute for the summer of 1988.

Paul Hoekstra, Foreign Language Consultant, Iowa Department of Education, Grimes State Office Building 50319-0146.

FLES Teachers Trained

Iowa State University held a Summer FLES Institute from June 8 through July 2, to train certified teachers to teach a foreign language at the elementary school level. Fifteen teachers from throughout Iowa attended the Institute which was funded by the Iowa Department of Education and was sponsored by the Department of Foreign Languages and Literatures and the Department of Child Development at Iowa State University. Teachers received 3 graduate credits for Methods in FLES Instruction and 2 graduate credits for Development and Guidance of the Elementary School Age Child. The children's foreign language classes in French, German, and Spanish which were held during the Institute provided teachers with the opportunity to observe classes and teach children as a part of their coursework.

Teachers who participated in the Institute are:

*Toni Baugher, Ankeny (French)
Ann Bindner, Paullina (Spanish & French)
Lueann Bregman, Dubuque (Spanish)
Kendall Burns, Ankeny (French)
Beverly Ellis, Des Moines (German)
Miles Horn, Leon (Spanish)
Christine Joslin, Des Moines (German)
Shirley Long, Ankeny (German)
Marge Lieb, Waverly (French & Spanish)
Lisa Meany, Ames (Spanish)
Janet Metheny, Ankeny (Spanish)
Susan Neller, Ankeny (Spanish)
*Helga Olson, Ankeny (German)
Sarah Stephens, Scranton (Spanish)
Kara Swenson, Boone (French)
* Lead Teachers

Marcia H. Rosenbusch, FLES Institute Chair, 300 Pearson Hall, Iowa State University, Ames, Iowa 50011.

Editor's Note: A similar workshop was also held at Drake University this summer for which information was not received in time to include in this issue of the Newsletter.

FLES German Camp Enjoyed

How do you offer a camp experience for your students without traveling to northern Minnesota? Interest in a foreign language camp has been voiced by many teachers and several even volunteered to help us put on a camp. However, trying to coordinate a volunteer staff spread around the state proved prohibitive. Instead, we decided to utilize the manpower of our own school district. Thanks to the Iowa Department of Education, we received funding and we were able to provide a rewarding camp experience for 110 students.

First of all we chose a location away from the school. A local camp area, a meeting hall, or any place different than the everyday classrooms was our goal. We chose Camp IO-DIS-E-CA near Solon, Iowa, about 50 miles from our school.

Our camp was held during one school day. The elementary students (all of our 4th, 5th, and 6th graders) accompanied by their classroom teachers boarded the buses at 8:30 a.m. and returned in time to go home at 3:15 p.m. Our high school German students left with us at 7 a.m. by bus in order to ready the camp. Each large room of the facility was labeled and decorated as a different German speaking country. When all the rooms and stations were ready, we ate a continental breakfast and waited for the elementary students to arrive. The high schoolers also stayed and cleaned up afterwards.

All students had filled out an Ausweis (ID papers) as an earlier class activity, but were in-

Continued on page 7

Luther College FLES continued from page 1

Class Scheduling: Earning a Slot on the After School Calendar. The Spanish FLES sessions are held on the Luther College campus on Thursdays at 4:30 P.M. in a classroom in the Main Building. Each class lasts until 5:15 P.M. and there are usually 30 of these lessons per school year. Some may ask why we do not meet two or three times a week for 15-20 minutes each time, as many FLES experts recommend? Because numerous after school activities compete for children's time and attention, over the years Decorah has institutionalized certain of these: one day for Scouts, another for church events, yet another for music or dance or baton lessons. As part of the competition, we also settle for one day per week to attract sufficient participants. Further, parents--especially those from out of town--are not very likely to want nor be able to transport their children to the campus for a brief 20-30 minute session every few days. After school FLES is regarded as only one aspect of a generally busy schedule for everyone. For these reasons, it has come to be a once a week activity.

The cost? For 1986-87 the charge was $40 for the 30 lessons. This covers the expenses of paper, cassette tapes, and other materials; provides small treats; and allows a portion to go to the College's Spanish Study Abroad Scholarship Fund. This fund assists Luther Spanish majors with the cost of their overseas study. Because the FLES supervisor donates his time, instructional costs are not a major factor. We have found that if the program has a cost parents are more likely to see that their children attend regularly. But we also have a policy of not excluding any child who is genuinely interested, regardless of their financial means.

Taking Charge: The Luther Student Teachers. FLES instructors are Luther College students who are supervised by the program director. Although many of these individuals have a specific interest in elementary education or in teaching in general, some do not. Usually 3-5 students help lead the after school sessions. Our primary requirements for those helping teach FLES include a desire to provide a novel experience for young learners and better than average pronunciation.

Should fluency be a primary consideration? We have seen that teacher enthusiasm and proper preclass preparation can produce very good results. But there is no denying that if one also possesses a strong degree of Spanish fluency, this really strengthens an individual's performance. The student teachers have usually had the equivalent of four years of high school Spanish or more; some have lived or studied overseas. Most of them would rank at the Intermediate High (1+) or Advanced (2) level of the ACTFL/ETS Oral Proficiency Scale. (See: Liskin-Gasparro, J. "The ACTFL Proficiency Guidelines: A Historical Perspective." (1984). In Theodore V. Higgs, Ed. Teaching for Proficiency, the Organizing Principle. Lincolnwood, IL: National Textbook Company.)

Of the more than 50 student teachers who have assisted during the past years, they have performed quite well. Most have gone on to establish solid reputations as professionals in many endeavors.

The Luther student teachers participate for the entire 30 week year and some take the FLES experience for academic credit. Besides being present for about one hour for the Thursday after school FLES session, they meet for 30-60 minu each week as we coordinate activities for the co ing lesson. After discussing what we are going to teach, we divide the material up so that each student teacher is responsible for the presentation of a 5-8 minute segment. After these assignments, the program director then goes over the material and asks for suggestions on how to teach it and discusses options to consider. When an activity is new, the supervisor will teach it the first time, thus providing a series of methods demonstrations. To systematically review what has already been presented, in subsequent FLES sessions we rotate this material among the student teachers so that all have experience teaching it. We also take 5-10 minutes right after each week's class and assess our progress (and failures!) for the day.

Curricular Questions and Methodological Matters. As for the curriculum, we have experimented over the years. One year we used first grade materials from Argentina, while another we selected a portion of the Hablan los ninos lessons. (Bishop, D. (1968). Hablan los ninos. Skokie, IL: National Textbook Company.) but now we rely on general components of language and culture which have evolved out of our own experiences and preferences. We also rotate the curricular content so that any pupil who enrolls for a second year will continue to acquire new elements of the language and culture. This rotation allows us to offer a two year (60 lessons) curriculum. In recent years we have included such language units as these: the home and family members, animals--both domestic and wild, numbers and basic mathematical operations, colors, weather and seasons, greetings and naming, telling time, places, the body and clothing, selected holiday vocabulary, and foods. Culturally, we do a small amount of Hispanic geography, have cultural segments for several holidays, serve or prepare ethnic foods as part of our lessons, and learn several songs and dances.

The last third of the school year we prepare for our annual **Fiesta Primaveral**, or Spring Fiesta. Held on the last day of class, it consists of one or more plays, children's poems, a half dozen songs, and a dance or two. Besides having a part in a play, each student reads or recites a poem or tongue twister, helps the group sing a half dozen songs, and participates in any dances. This exciting hour is shared with family members, school friends, neighbors, and others who come to see what the Spanish group has learned during the year.

Because we are dealing with grade schoolers and because of the time of day, we find that we must create a very dynamic environment in order to motivate the children and sustain their interest. We like to think that a typical class resembles the constant action of a popcorn popper--"something's always popping!" A few general principles guide our planning as we put our activities together: 1. work with 5 or 6 distinct "units" of material during a given class, with no unit requiring more than 8-10 minutes of time; 2. seek variety in the overall lesson: language (mini-dialogue, vocabulary theme units, TPR activities), songs, games, and cultural information; 3. get students to participate actively by including some "hands-on" experiences; 4. attempt to vary the approach to the material/units, using abundant auditory and visual stimuli; 5. relate what the children are learning to what they already know; 6. attempt innovative ways to make learning meaningful and fun; 7. make maximum use of the target language.

Continued on page 5

¿Qué Pasa en Fairfield, Iowa?

Fairfield High School's third and fourth year Spanish students have been providing the opportunity for the acquisition of another language, Spanish, in the elementary schools in Fairfield for the past 18 years. This program was introduced in 1968 by the Spanish teacher, Birdie Nelson (retired), and is now under my direction, Roxie Skaggs.

This curricular elementary school foreign language program is held the last six weeks of the school year. Junior and senior high upper division Spanish students meet with the elementary students for 30 minutes each week to teach them Spanish. Some high school students teach Spanish by themselves, while other students prefer to teach in pairs.

Preparation for the spring teaching term must be under way several months beforehand. Many things have to be taken into consideration when one is directing such a program: personalities of the elementary teachers and the high school students, travel, and especially scheduling. The high school students are only available to teach Spanish during their Spanish class period. The elementary classes have a complicated schedule due to the non-flexible classes such as art, music, physical education, computer class, reading lab, assemblies, and Basic Skill Tests, to name just a few. Because some of the elementary schools are out to the city limits and the students must travel about seven miles to reach their destination we must arrange rides for those who do not have access to a car. It is no small task to make all of these activities jingle.

A form is sent to each teacher at the five elementary schools in February to find out which elementary teachers are interested in having Spanish students in their classroom in April. They return their requests and state the available time periods that correspond with our class-time schedule. The elementary grade school participants vary from year to year because of time conflicts. A few kindergarten and learning behavior classes participate, but the program mainly includes students in grades first through sixth. This past spring 25 elementary classes with a total number of 550 elementary students and 37 Junior and Senior Upper Division Spanish students were a part of this program. Conflicting schedules did not allow us to include more elementary classes this past school year.

Once the schedule has been established and the office has received all of the pertinent information (names of the high school students, their destination, and the time periods), it is now time to go out to the schools. What are we going to do once we get there? The high school students have at least one class period each week to prepare the materials that will be presented to the elementary students for the week they teach. The students prepare folders to hold their materials during the time they are teaching at the schools. Also, they have folders to review the accomplishments of previous years within that specific class and school. These folders give the students ideas to build their classroom activities.

I am the director and supporting hand for these high school students. I must monitor their activities and I try to keep in contact with the elementary teachers concerning problems, etc. I present ideas to the high school students encouraging the use of visual materials, the signing of short songs, dancing (Mexican Hat Dance), and playing games.

Many of our classroom materials are "homemade". Some high school students like to give each of the elementary students a Spanish name tag, usually with an interesting picture on it. They are able to learn how to say the Spanish words associated with a name, for example, the question, What is your name? May name is ______. The artistic third and fourth year Spanish students have so much to offer, as they can draw many interesting items. For example, when the cabbage patch doll was the big craze, a high school student drew the doll on a xerox copy to be handed out. The elementary students were able to learn some basic parts of the body and vocabulary for clothing in the target language. The boys were able to relate to this because of the availability of male and female dolls for purchase.

Various methods are used to teach the colors and numbers. The high school students prepare a

Continued on page 6

FLES Reviews

Reviews of literature and materials of interest to FLES teachers will be included in each issue. Although the reviews have been divided into French, German, and Spanish, you will find material of interest to all FLES teachers in each section as well as language specific material. **If you are acquainted with FLES materials, books or articles that would be of interest to other FLES teachers please send information about them to the appropriate reviewer.** If these materials are not available in your public library you can request them on interlibrary loan. Addresses and telephone numbers are included when possible for commercially available materials.

FRENCH: Donna Grundstad, 1814 Flatiron Avenue, Iowa City, Iowa 52240.
GERMAN: Roberta Graber Ross, 1411 Curtiss Avenue, Ames, Iowa 50010.
SPANISH: Elena Vega, 140H University Village, Ames, Iowa 50010.

FRENCH FLES

Kurtzman Book Sales, Inc., 1887 Chippingway, Bloomfield Hills, MI 48013. (313) 851-3230.

Kurtzman Book Sales, Inc. is an excellent source of children's Books in French. The company imports books published by Flammarion, Gallimard, and l'Ecole des loisirs. Many of the books are translations of favorite children's books in English, such as: Georges (Curious George), Max et les Maximonstres (Where the Wild Things are), and L'Arbre généreux (The Giving Tree). Since the children already know many of these stories, even beginning students are able to enjoy them in French and to learn from them.

Continued on page 7

Fairfield FLES continued from page 5

dot-to-dot picture with the numbers in Spanish for the lower grades. A picture may be drawn so that the children can color with the crayon color which is indicated in Spanish. Several high school students make different colored flash cards to develop numerous oral activities for each student.

Some of the high school students teach the elementary students vocabulary that deals with the "Happy Birthday" theme. They learn how to sign the birthday song and make a birthday card for a friend or a member of the family. Other students make a Father's and Mother's Day Card or a May Day Card. One must always have options available, because of the religious affiliations or one-parent families of some elementary students. Instead of a Father's or Mother's Day Card, a Friendship Card is always appropriate.

The lower grades seem to appreciate something they can put their hands on and take home. We live in a farming community and the high school students help the children prepare animals booklets made out of construction paper with animal cut-outs from magazines. They learn the names of animals in Spanish by using the pictures. This seems to have worked out very well for third graders. The higher grades make a game of learning classroom objects. The Spanish vocabulary word is placed on a tag board card ahead of time, then the elementary students try placing the cards on the correct object using masking tape. They do come up with some interesting combinations, for example, placing the Spanish word for "teacher" on the teacher.

The students make lesson plans for teaching Spanish according to vocabulary, games, and other activities they have learned in their Spanish classes. Many students make up their own games, but some have modified a few of the games from the two volume book collection called, Let's Play Games in Spanish, Book I and Book II, from the National Textbook Company. Here are a few of the many Spanish games the students present to their students. Spanish Bingo is a popular game among the first graders for recognition of the colors. The Bingo Cards are prepared beforehand by coloring all of the different squares on the card a different color. The color is then called in Spanish when the game is played. "Simon Says" is always a good game to play when children are learning parts of the body.

The Associate Professor of Spanish at Luther College, Dennis D. Magnuson, presented a session at the IFLA Conference this past year using audio cassette tapes. One of the cassette tapes has a "Spanish Alphabet Song" that we use in the elementary schools. We also use a tape of a song called "Days of the Week", and we use a made-up Spanish song, "Old MacDonald Had A Farm". Many other Spanish songs are available on cassettes or records from which the students can select.

There is a contest game that can be used for any language dealing with numbers. Many circled numbers are put all over the blackboard, then the teacher-student calls one of the numbers in Spanish and the first one of the two people at the board to hit the correct number with a flyswatter is the winner. This could be presented at any level according to the difficulty of numbers used. It is interesting, different, fun, and this is one of the many tools language teachers like to use in the classroom to make learning more interesting.

The elementary students enjoy prizes for games. One may consider the following items: 1. candy (price and the number of elementary students who have specific diets must be considered) 2. stickers (sometimes these can be found in cereal boxes) 3. The Print Shop on the computer using colored paper works wonders for inexpensive rewards. Programs are available to develop crossword puzzles or word searches concerning vocabulary learned at a particular time. You must find a way to reward all of the very young students because they become upset if they are not all winners.

The high school students like to do something special the last day they are in the elementary classroom. Some like to have a pinata filled with candy. Time does not always allow them to make a fancy pinata so they decorate a large paper bag with crepe paper and make a big bow. Some of the high school students actually make pinatas in the elementary classroom or make one beforehand and decorate it during one of the class visits.

One of the most beneficial things I can do to help my students is to attend workshops. This year the Iowa FLES Workshop held in February at Ames, funded by the Iowa Department of Education, was excellent. The presenters Carola Ann Pesola and Helena Anderson Curtain provided many interesting ideas and visual aids to promote speaking and listening skills in a given language. This workshop also gave me a chance to speak with other language teachers and find out what materials they have successfully used in their classrooms.

Students taking Spanish at the high school always remember having Spanish at the elementary schools. They talk about the different activities they enjoyed doing or possibly did not like. This past experience helps these students plan for the particular elementary class that they are going to be teaching this year.

It appears that this type of experience is a rewarding experience for both the high school students and the elementary students. The majority of the teachers in the elementary schools are very favorable toward continuing this program. The elementary students are exposed to a language and a culture different from their own at an earlier age. The children are learning how to say some common Spanish expressions and other vocabulary. This can help develop an understanding of the importance of learning a second language as well as an acceptance of people from other countries. Parents of elemen-

Continued on page 8

TPR News Available

A national newsletter, TPR News & Notions, which focuses on materials and activities related to the various comprehension approaches to language acquisition is published seven times a year by Joe Moore of Tiffin Columbian High School, Tiffin, Ohio. The newsletter serves as a means for teachers to share their ideas, successful classroom activities, and innovative teaching techniques. The annual domestic subscription rate is $5.00. To subscribe send a check (payable to DORS to Language) together with your name, address, and language(s) and levels(s) you teach to:

Dors to Language, 44 Morningside Drive
Tiffin, OH 44883.

FLES Reviews continued from page 5

Oudot, S. & Hunt, R. (1982). French today 1. Boston: Houghton Mifflin.

This textbook can serve as a valuable cultural resource for the teacher of elementary French. Although the book is intended as a basal text for a beginning secondary course, it contains many brief cultural readings on topics of interest to children. Examples of these topics are: greetings, counting on fingers, writing numbers, gestures, setting a table, playing boules, French in Canada, and in other countries.

Soulières, R. (1980). Le bal des chenilles. Montreal: Pierre Tisseyre.

This children's picture book tells the story of Irma the caterpillar's date with Gustave the snail to go to the "grand bal national des Chenilles." The book has quite a lot of text, but the illustrations serve as an effective aid to comprehension. This story could be used in conjunction with a science unit on the life cycle of the butterfly.

Le bal des chenilles is one of eight children's picture books in the Collection le Marchand de Sable, available individually or as a set through the Addison-Wessley Publishing Company, 1843 Hicks Road, Rolling Meadows, IL 60008.

GERMAN FLES

Eberhard, I. and Scheffler, U. (1980). Auf dem Markt. Ravensburg: Otto Maier Verlag.

This beautiful picture book depicts a typical German market day. Children examine detailed, two-page pictures of six different stands: those selling bread, dairy products, fruits and vegetables, fish, eggs and poultry, and flowers. Each of these pictures is followed by two pages which illustrate and discuss individual items in the stand. For example, after the bread stand, ten different types of bread are shown, after the fruit and vegetable stand, twenty-one fruits and vegetables are depicted. This book is a valuable German sources for food, shopping, and culture units.

Curtain, H. and Pesola, C. (1987). "Looking towards the Future: German FLES Programs." Die Unterrichtspraxis, 20, (1), 104-106.

This article briefly reports on the January, 1987, organizational meeting of the National Network for Early Language Learning. Pesola and Curtain, recommend specific steps the American Association of Teachers of German (AATG) should take to support German FLES programs. These include the development of a German FLES curriculum of at least 150 hours, the establishment of a German FLES materials center at a site already active in German FLES, and the provision of planning and training grants for developing German FLES programs on the pattern of the Iowa Department of Education grants.

All those concerned about the future of German studies in the USA should read this article and write in support of immediate AATG action to establish a firm foundation for strong German FLES programs. (Membership in AATG includes subscription to the German Quarterly, Die Unterrichtspraxis, and the AATG Newsletter. Dues are based on salary, ranging from $20 to $35. Address AATG, 523 Bldg., Route 38, Suite 201, Cherry Hill, NJ 08034.)

Continued on page 9

FLES Camp continued from page 3

structed to leave their last name and age blank. We divided all our students (including the high schoolers) across grade levels as equally as possible and assigned them famous German last names. On the buses shortly before arrival the students were given their IDs with their 'new' last names. Their first activity was to find the rest of their family, choose a relationship, and appropriate age, and fill out a family tree. This they did together as a family, helping each other.

Every student was given a booklet with each page representing an activity. The order of the pages determined the order in which they progressed through the activity stations. Every family traveled together participating in the activities and filling out the corresponding pages. This worked very well. The various stations were: a bank, a shop, bingo, famous Germans (matching of names, occupations, and dates with pictures), songs, body parts (three different activities here: twister, following directions, telling a partner what hurts and having the partner bandage it--this was rather hilarious!) making pretzels, tin punch, labeling and setting the table, writing out the menu, and eating and evaluating the German meal. The stations, where necessary, were "manned" by high school students, staff, or parents. High school students also acted as border guards throwing those without proper IDs into jail. Our closing activities included a German rock song about peace, all participants linking arms and singing "We are the World", and a balloon release with notes about world peace in German and English.

Everyone was so busy we had no discipline problems of any kind! If only we could provide such a paced learning experience every day in our classrooms! Feedback was excellent! Our high schoolers were so enthusiastic that they not only want to do it again next year, they want to do it with students from other elementary schools as well! Anyone interested? Our camp was an exhausting, rewarding, fun experience! We will not have more Iowa Department of Education funding but we will find a way to provide this experience again for our students!

Author's note: This program was done at HLV Community Schools, Victor, Iowa. The school enrollment is about 400 students. Kathy Fredericks is the German teacher (high school and elementary) and also teaches high school German at a nearby district. Jeanene Dietrich is a second grade teacher at HLV and serves as an elementary representative. The planning, arrangements, etc. were done by these two staff people. Total administrative support and Board of Education support were given at HLV.

Kathy Fredericks and Jeanene Dietrich, HLV Community Schools, PO Box B, Victor, IA 52347.

Luther College FLES continued from page 4

Take-Home Tapes: FLES Homework and "Language Lab". One of the ways that we have attempted to make FLES learning more effective is the preparation of take-home cassette materials. Since 1979 we have been providing our students with two or three tapes which allow them to review at home much of the material taught in class. The first tapes contained nearly one-half hour of exercises. Although children are allowed to keep the tapes at home several weeks, we suggest they do only one activity for 5-10 minutes and stop. But some eager individuals will complete the entire tape and worksheet in a few days. We now feel that it is better to limit the tapes to about 15 minutes, including only two or three units. More students tend to do the exercises and it is more likely they will listen to them more than one time.

Use of these take-home tapes is strictly voluntary, although nearly all children eagerly anticipate them. Because the youngsters are not being taught to read or write, the taped lessons depend heavily on aural and psycho-motor activities. There are repetition drills, question-and-answer segments, TPR (Total Physical Response) exercises, see (Asher, J. (1986). Learning Another Language Through Actions: The Complete Teacher's Guidebook. 3rd Ed. Los Gates, CA: Sky Oaks Production.) and a few dictation practices--requiring only a numeral, a simple math problem, or a letter of the alphabet.

As students carry out what is asked, the tape will periodically query them in English so that they can verify how well they have responded. On some of the tapes are the songs or dance music they are learning in class. There are also work sheets to accompany the cassettes, allowing the children to point to objects that are mentioned, to circle them, or to connect them with a line. Some of the taped exercises require the students to return a paper to be checked; other activities provide the answers on the tape. And certain number and alphabet listening items have a printed key on the back of the work sheet.

To aid our preparation for the Fiesta Primaveral during the final portion of the year, we record on each students tape only the lines he or she has in the play--allowing space for student repetition. Because each child has one or more short poems to read or recite, we also record these. Together with the play script and the written poem(s), these cassette-based materials serve as a valuable home practice resource.

Laying a Few Bricks on the Road to the Global Community. Although FLES requires a significant time commitment for all involved, we regard it as a valuable asset for the entire community. For the grade schoolers it does serve as a positive early experience with another language and culture. Even though there is a break in the sequence--often several years pass between the FLES lessons and the ninth grade first year--those who have participated in the program have a jump on pronunciation and have experienced certain other linguistic and cultural information. But more significantly, we know that, in general, student attitudes toward language study in high school are more favorable. Parents, too, react positively to the impact of the grade school experience.

Luther student teachers and their professor are also significant beneficiaries of the FLES teaching opportunity. Those teaching often discover a potential professional goal that was previously unknown to them. In fact several of these people are now professionals in bilingual or regular FLES programs. A handful have opted for overseas teaching in bilingual schools. A few realize that teaching is an enormously complex task and that the profession may not be for them. But all of them do learn a lot about themselves and find that to do something well requires more than just a token effort. Besides getting to know the many students involved and a wider segment of the community, the supervisor also values the personal satisfaction and the additional professional dimension that the FLES program offers.

Little did those two Luther students know what an impact they would ultimately have on their professor and **Alma Mater** when they approached him that spring back in 1969 and said: "We'd like to do a project relating to FLES!" It has truly open wider windows on the world for many.

Dennis D. Magnuson, Faculty Mail, Luther College, Decorah, Iowa 52101.

Fairfield FLES continued from page 6

tary students become somewhat disturbed if their child is not able to have Spanish "this year". They are always asking me - "Why?" Most of the time it is a matter of scheduling conflicts.

While the advantages of learning another language for the elementary students may be quite obvious there are many positive benefits the high school students gain from this hands-on experience. Among them are responsibility, punctuality, cooperation, actually using the target language in a different manner, and learning to work with a younger age group. The experience can serve as an ego-booster as it encourages some students to become a little more outgoing. Again, you need to be careful because students who were quite outgoing in your classroom, may find that they are intimidated by some of the elementary students. Many students looking for employment are able to use this experience as a point of reference in their resume for a job. The whole concept gives the teaching students a completely different outlook toward learning a language.

Before implementing a program like this I would suggest the following: a tremendous amount of your time has to be put into making this a successful program and the time involved is in addition to your teaching load and other school activities. It is not a problem-free procedure. I have had to remove two students as they did not show the maturity necessary for a successful classroom project. This is only one of example of the many problems.

Check to see if there are funds available for visual aids, and resource books that may be of nelp to you as well as for records or cassettes. There is no special funding at our school for this program. Department budgets keep decreasing so there are never enough funds for articles needed for this segment of our classes. Many of these things I purchase myself and it can become costly but these items are an important part of the program. If you have more money available you can develop more ideas as there are some things you have to purchase.

Continued on page 9

Fairfield FLES continued from page 8

This program may be a temporary answer for our district concerning foreign languages in the elementary schools. Down the road our school system will probably need to consider an alternative means for a foreign language program in the elementary schools, because of the renewed interest in foreign languages.

Roxie Ann Skaggs, Fairfield High School, East Broadway, Fairfield, Iowa 52556.

FLES Reviews continued from page 7

SPANISH FLES

Asher, J.P. (1987). TPR teacher kits. Los Gatos, CA: Sky Oaks Productions.

James Asher has developed TPR (Total Physical Response) Kits to be used in the FLES program. These kits consist of a vinyl surface representing a particular location, such as the beach or the classroom, and various objects and people which can be pressed onto and peeled off of the surface.

Four teacher kits are available for use with larger classes. In the teacher kits, the location surface is in black and white and is a transparency for use with an overhead projector. The people and objects are in color, but they are also transparencies. The teacher is then able to give directions and model for the students using the figures on the location transparency. The four teacher kits are the home, the kitchen, the town, and the airport.

Students kits of these four titles can also be ordered. The student version comes with a colorful vinyl surface and pieces that are not transparencies. Both student and teacher kits come with ten lessons. geared toward the development of comprehension and speaking skills. These lessons are available in Spanish, French, and English.

Fifteen other kits are also available but only in tne student version. Lessons are included in English or Spanish. After September they will also be available in French.

For a catalog write to: Sky Oaks Productions, P.O. Box 1102, Los Gatos, CA 95030.

Romero, J.L. (1981).. Betty Crocker's Mexican Cookbook. New York: Random House.

Betty Crocker's Mexican Cookbook is a useful resource for a Spanish FLES teacher. There is an introductory section with an overview of seasonings, ingredients, and menus. The book is then divided into eight chapters: 1) appetizers; 2) soups; 3) tortillas, eggs, and cheese; 4) seafood and poultry; 5) beef and pork; 6) salads, relishes, and sauces; 7) vegetables, rice, and beans, and 8) desserts, sweet snacks, and beverages.

Color photographs illustrate some of the recipes and provide a motivating factor for students. The step-by-step instructions are very easy to follow making this a cookbook than is readily used with young children.

Reid, W. Jr. (1982). 100 Craft Projects From Around the World. Portland, ME: J. Weston Walsh.

This book provides ideas for participatory ways to learn about the culture associated with a language. Directions, materials list, and illustrations are provided. Projects from ancient cultures, such as Rome and Greece, are presented as well as crafts representing present day language areas of the world such as French, German, Russian, and Spanish. Although the book is largely directed toward junior high and high school programs, there are projects that could be used with elementary students. The German section, for example, includes gingerbread houses and carved candles, the French section includes stained glass, and the Spanish section includes painted glasses and candle lanterns.

Order the National Newsletter

National Network Information

The first issue of the newsletter, FLES NEWS - National Network for Early Language Learning, is to be published in September, 1987. This newsletter is designed for educators involved in the teaching second languages to children. It will include information concerning teaching methods, classroom activities, curriculum resources, funding information, new legislation, research, conferences, and the publicizing of second language learning programs for children. The newsletter will be published three times a year: fall, winter, and spring.

If you wish to be added to the mailing list to receive your free copy of the newsletter: FLES NEWS - National Network for Early Language Learning, send the following information to Nancy Rhodes, Center for Applied Linguistics, 1118 22nd Street, N.W., Washington, D.C. 20037:

Name: ______________________________

Institution: ______________________________

Position: ______________________________

Address: ______________________________
Street

____
City State

____
ZIP

Telephone: (____) ______________

Language(s) ______________________________

IOWA**FLES**NEWSLETTER
A newsletter for teachers of Foreign Language in the Elementary School.

Volume 3 Number 3 Winter 1988

Teaching Culture: A New Approach Is Explored

When assigned to develop a project for the Summer FLES Institute (Iowa State University, June 1987), I chose to explore the teaching of culture through a sensory experience. I was reminded of the FLES Workshop held at ISU in February 1987, when Carol Ann Pesola and Helena Anderson Curtain presented a variety of activities that effectively taught culture. One of their examples was a simulated tour of a German city complete with sights and sounds.

For my project I selected a geographical location in a German speaking country and developed a sensory experience illustrating a segment of German culture relative to that area. The experience was planned for a one-hour FLES class of 8-10 year old beginning students of German. The lesson reflects the history, geography, and some of the unique features of the region such as legends, music, and food.

THEORY AND METHODS

This lesson is based upon the theory and methods of the Natural Approach (Krashen, 1981) and includes some aspects of Total Physical Response (Asher, 1981) and Suggestopedia (Oller & Amato, 1983). The Natural Approach to foreign languages teaching, as defined by Stephen Krashen, is a method of learning a foreign language using the same processes a child uses learning his native language. Through listening and manipulating objects the student gains comprehension and familiarity with the second language before attempting to speak it. This method utilizes repetition, visual stimuli, and physical responses.

Total Physical Response (TPR) is a method of foreign language teaching that relies on teacher-directed commands and student responses. The responses are at first non-verbal but do require physical action. As the student progresses, verbalization of responses occurs when the student is capable and willing to speak. Suggestopedia is a method of teaching a foreign language which uses soft music, a relaxed atmosphere, and hypothetical situations involving role playing as stimuli for conversation.

Learning about the culture of a country is very important to the acquisition of that country's language. Cultural and language are inseparable and should be taught as such. A committee of the Northeast Conference of the Teaching of Foreign Languages states:

> 1. Language is a part of culture and must be approached with the same attitudes that govern the general approach to culture as a whole.
> 2. Language conveys culture, so that the language teacher is also of necessity a teacher of culture.
> 3. Language is itself subject to culturally conditioned attitudes and beliefs, which cannot be ignored in the language classroom (Bishop, 1960).

If a second language is taught without its relevant culture, the language is then interpreted only through one's native language, in our case English. This produces the attitude that English

Continued on page 3

The Editor Writes . . .

Featured in this issue of the newsletter is an article on teaching methodology that provides exciting ideas about how language and culture can be integrated and presented in a way that will appeal to elementary school students. If you have developed an idea that has worked well in your classroom and would like to share it in this newsletter, please contact the Editor. We hope to publish more articles of this type in the newsletter.

With this issue of the Iowa FLES Newsletter you are receiving a questionnaire that will help obtain information about the nature of FLES in Iowa. If you teach in a FLES program, please complete the questionnaire and return it by February 29, 1988, to the address indicated on the questionnaire. Results of this survey will be reported in a future issue of the newsletter.

Spring Conferences Scheduled

The third international conference on **Second/ Foreign Language Acquisition by Children: Theoretical Aspects & Practical Applications** will be held on the following topics: current research in second language acquisition; rational for FLES programs; the implementation and coordination of FLES programs; successful existing programs; techniques, methods, texts, and materials for FLES. For more information and advance registration contact: Dr. Rosemarie Benya, East Central University, Ada, OK 74820-6899. (405) 332-8000.

The annual **Central States Conference** will be held in Denver, April 14-16. The theme of this conference is Foreign languages: Focus on the Future. Many FLES presentations are planned for this year's conference. For more information and registration write to: **Gerard L. Ervin, Director, Foreign Language Center, The Ohio State University, 155 Cunz Hall - 1841 Millikin Road, Columbus, OH 43210.**

Spring FLES Workshop Planned

A workshop that focuses on classroom teaching materials that can be made at the workshop and taken home ready for use is planned for Iowa FLES educators. The workshop will be held Saturday, April 16, 1988, in the Scheman Continuing Education Building, Iowa State University, Ames, Iowa. The workshop will begin at 9:00 am and will end at 4:00 pm. The day will be divided into two parts:

1) Kathy Fredericks and Jeanine Dietrich, HLV Community Schools, will present a three hour session in which they will demonstrate the use of FLES materials they have made and successfully used. Following the demonstration, participants will select from and make copies of the materials.

2) Iowa FLES educators are invited to share 15, 30, or 60 minute sessions in which they teach participants to make materials they have successfully used in their own FLES classrooms.

Session Proposals

Sessions for the workshop will be selected by a committee which includes Donna Grundstad, Kathy Fredericks, and Marcia Rosenbusch. To offer a session, please send the following information (typed double-spaced) by February 15 to: **Marcia Rosenbusch, FLES Workshop, 300 Pearson, Iowa State University, Ames, IA 50011.**

1) A description of the material you will demonstrate and teach participants to make during your session;
2) a description of how you have used this material in your FLES classroom;
3) the grade level(s) for which your material is intended;
4) a complete list of the supplies needed for making this material and the cost per person for supplies that need to be purchased;
5) the steps you will take in demonstrating the making of the material;
6) the amount of time needed for you to demonstrate the material and for the participants to make it during your session;
7) your name, address, telephone, and the program in which you teach FLES.

Workshop Registration

There is no charge for the workshop. The cost of $24 per person, which includes registration, lunch, snack, and workshop materials, will be paid by a grant awarded by Paul Hoekstra, Foreign Language Consultant, Iowa Department of Education. Each participant will be asked to bring to the workshop basic supplies such as scissors, glue, ruler, and marking pens.

Workshop participation will be limited to 80 persons. Anyone may apply for the workshop, but priority for registration will be presenters of sessions and certified foreign language or elementary school teachers who currently teach in a FLES program or whose FLES program has received a Planning or Implementation Grant. To request a registration form contact: **Sheila Arends, 102 Scheman, Iowa State University, Ames, Iowa 50011.** (515) 294-4817.

FLES Practicum Offered

Iowa State University will offer a new 3 credit graduate level course spring semester, Practium: Teaching Foreign Language in the Elementary Schools. This course will prepare certified foreign language teachers for certification as elementary school foreign language teachers under the new October 1988 guidelines. The prerequisites for the course are the completion of a FLES methods course and a course in the growth and development of elementary school age children. Students enrolled in the course will plan, teach, and evaluate FLES classes in their home school as well as attend three seminars during the semester. Coursework will begin February 6. For more information or registration contact: **Dr. Norman Boyles, Education Extension, E115B Lagomarcino Hall, Iowa State University, Ames, Iowa 50011. (515) 294-5673.**

IFLA Session Proposals Requested

FLES session proposals are requested for the next annual meeting of the **Iowa Foreign Language Association** to be held in Iowa City, September 30 - October 1, 1988. The theme of the conference is Teaching Techniques to Take Home. If you have an idea for a session, please contact within the next two weeks the conference session organizer: **Tom Douglas, Spanish and Portuguese, 217 Schaeffer Hall, University of Iowa, Iowa City, IA 52242.**

FLES Teachers Trained at Drake University

Drake University held its second Summer FLES Workshop from June 8 through July 10, 1987, funded by a grant from the Iowa Department of Education. The workshop trained secondary certified foreign language teachers for elementary certification in foreign language. In March of 1987, the Foreign Language Department in cooperation with the Graduate School of Education, developed and submitted an elementary foreign language certification proposal to the Iowa Department of Education according to the new 1988 guidelines. The program consisted of: 2 graduate credits in Elementary Foreign Language Methods, 3 graduate credits in Elementary Teaching Practicum, 2 graduate credits in Child Development and Psychology.

The workshop was planned and held in conjunction with the 15th year of the Drake University Summer Language Program for the Young, ages 4-14, in French, German, and Spanish. Forty children participated and were grouped into three levels according to age, ability, and past experience. Subject matter and lesson plans were geared toward an eclectic method with a strong emphasis on Total Physical Response. As an outcome of subject matter, lesson plans, and materials used during the past 15 years, the director, Dr. R. Van Dyck is in the process of publishing a series of books (4 levels) to be used for Foreign Language for the Young and Exploratory Foreign Language Programs in French, German, and Spanish. The first level will be published in late November and is intended for use in elementary and middle school exploratory programs. Book content has been used and tested for the past several years in the children's summer program at Drake University and is presently being used as a pilot project in schools in Des Moines and in Ankeny, Iowa.

Participants in the summer workshop are divided into two groups since this was the second year for the Drake Grant:

First year participants:
Nina Diaz-Peterson, Dowling High School, West Des Moines; **Mary A. Stimmel,** Holy Trinity, Des Moines; **Magdalena Voy,** Weeks Transitional School and McKinley Elementary School, Des Moines; **Brent Brockman,** Anita Elementary School, Anita; **Lila Hollander,** Sibley-Ocheyedan High School, Sibley; **Dick Aycock,** Weeks Transitional School, Des Moines; **Jan Vench,** Saydel Schools, Des Moines; and **Parris Sangrene,** Altoona.

Second year participants (Master Teachers) (defined as having participated in the workshop the previous year and still needing two credit hours toward elementary certification):
Larry Pace, Colfax-Mingo High School, Colfax; **Joan Pace,** Parkview Jr. High School, Ankeny; **Sue Marcucci,** Hiatt Transitional School, Des Moines; **John Leo,** Central Campus, Des Moines; **Linda Rodriguez,** North High School, Des Moines; **Kim Feiden** (Glandorf), Williamsburg Jr-Sr High School, Williamsburg; **Florence Mortale,** Ankeny High School, Ankeny.

Drake hopes to develop a Masters Degree in Foreign Languages with elementary certification in Foreign Languages as one component. For information contact: Dr. Bruce Campbell, Chair, Department of Foreign Languages, Drake University, Des Moines, IA. 50311.

Teaching Culture from page 1

is the only "real" language and all other languages are definable only as they relate to our own culture. This produced ethnocentricity and lack of true understanding of the second language.

> A good program should underscore the facts that people all over the world are basically similar. Some customs may be different because of geographical or historical facts. The differences, however, should not be exaggerated to mean that one culture is better than or inferior to any other (Finocchiaro, 1964).

To teach culture in a positive way reflects the similarities as well as the differences of cultures and also gives the second language a full flavor, distinction form other language, and dignity and worth that is equal to any other language and culture in the world.

GOALS

By incorporating a cultural experience into the FLES class the children will be exposed to information that will increase their awareness of another country's food, music, history and legends. This will lower their affective filter and increase their desire to learn the language of that country. They will be learning subject-based content and cultural similarities and differences through a sensory experience.

BEHAVIORAL OBJECTIVES

On an imaginary trip down the Rhine River and on a visit to a cafe in the Alps the children will:

1. be shown the location of the Rhine as it flows from Switzerland to the North Sea;
2. acquire an understanding of important cities, regions, and points of interest in these areas;
3. listen to music written by composers who lived along the Rhine or wrote music about the Rhine;
4. be exposed to written German on a menu;
5. be asked to use reasoning and decision-making skills when ordering from the menu;
6. review previously learned vocabulary;.
7. be introduced to new vocabulary as it pertains to the trip and the cafe.

MATERIALS

Records:

1. Beethoven's "Pastoral" Symphony No. 6 in F, Opus 68;

Continued on page 4

FLES Reviews

Reviews of literature and materials of interest to FLES teachers will be included in each issue. Although the reviews have been divided into French, German, and Spanish, you will find material of interest to all FLES teachers in each section as well as language specific material. **If you are acquainted with FLES materials, books or articles that would be of interest to other FLES teachers please send information about them to the appropriate reviewer.** If these materials are not available in your public library you can request them on interlibrary loan. Addresses and telephone numbers are included when possible for commercially available materials.

FRENCH: Donna Grundstad, 1814 Flatiron Avenue,
Iowa City, Iowa 52240.
GERMAN: Roberta Graber Ross, 1411 Curtiss Avenue,
Ames, Iowa 50010.
SPANISH: Elena Vega, 140H University Village,
Ames, Iowa 50010.

FRENCH FLES

Fischer, E. & Homberger, L. (1986). Masks in Guro Culture, Ivory Coast. New York: The Center for African Art.

This 32-page paperback book contains many photographs of life in Ivory Coast. The text, in English, supplements the photographs with information on the various aspects of Guro culture. This book is useful for enhancing the study of French-speaking countries throughout the world. The emphasis on masks would fit in well with preparations for a Mardi Gras celebration. The book is distributed by the Center for African Art, 54 East 68th Street, New York City, NY, 10021.

GERMAN FLES

Hess, I., Mahler, G., & Engelmann, A. (1981). Mein erstes Deutschbuch, Teil A, 4th ed. Donauworth: Verlag Ludwig Auer. Available from: Mary S. Rosenberg, Inc., 17 West 60th Street, New York, NY 11023.

This attractive spiral-bound book is written for teaching German as a second language to elementary school children in Germany. It contains colorful illustrations of 14 pairs of opposites, 12 additional adjectives, 36 verbs, and 46 masculine, 30 neuter, and 30 feminine nouns. No more than six words are introduced per page, and adjectives and verbs are presented using previously learned nouns so that the children are easily led to form simple sentences. In addition, each page of pictures is preceded by a transparent page with the words for the pictures shown in both printed and cursive form. The book is thus suitable for use in German FLES programs emphasizing only speaking and listening skills, as well as in programs which also introduce reading and writing. Available from: Mary S. Rosenberg, Inc., 17 West 60th Street, New York, NY 11023.

SPANISH FLES

Christian, R. (1982). Cooking the Spanish Way. Minneapolis: Lerner Publications, 241 First Avenue North, Minneapolis, MN 55401.

Cooking the Spanish Way is part of a series of international cookbooks written for children. The series includes Chinese, English, French, Italian, Japanese, Mexican, and Norwegian cookbooks. Each book begins with some information about the country and its people and about the special cooking ingredients of the region. In the Spanish cookbook the author shares from her personal experience of living and traveling in Spain. Recipes for the foods and beverages of "a typical day of Spanish cooking" are very clearly described with color photographs on adjacent pages. Flan, Spanish meatballs, and sangria are some of the recipes that are included.

Teaching Culture from page 3

2. Wagner's "Das Rheingold"(or any selection from the Ring trilogy);
3. "Schwarzwälder Mädel", or any Black Forest music.

Posters (made from 24" x 36" poster board):
1. large map of Germany and surrounding countries showing the Rhine River;
2. cut-out of a factory in black;
3. portrait of Beethoven;
4. cut-out of the cathedral at Köln (Cologne);
5. cut-out of Burg Katz (Castle Cat);
6. cut-out of Burg Maus (Castle Mouse);
7. cut-out of Mäuseturm (Mouse Tower);
8. picture of the Nibelungen with treasure chest;
9. cut-out of the Schwarzwald (Black Forest);
10. cut-out of chemical factory in orange;
11. the Rheinfels, Rhinefalls;
12. the Alps.

Miscellaneous:
1. fashion doll (10" tall) in long gown
2. large yellow comb;
3. copy of Die Lorelei, poem or song (see Songs and Poems);
4. an 8 foot construction paper chain
5. copy of an excerpt from The Song of the Nibelungs (see Songs and Poems);
6. printed German menus;
7. table decorations; cloths, flowers etc.;
8. paper plates, cups, and napkins;
9. plastic forks, spoons, and knives;
10. lemon-lime carbonated soda; 4 oz. per person;
11. Black Forest cherry cake.

BACKGROUND INFORMATION

In order to keep the experience all in German, the following information should be explained to the children in preceding classes. In this way the trip serves to reinforce previous information.

Burg Katz und Burg Maus:
There were many castles built high on the hill along this part of the Rhine. The Rhine has high steep banks here. One castle was built by the family named "Katzellbogen" or Cat's

Continued on page 5

Summer FLES Institute To Be Offered

The State Board of Regents has awarded a grant to Marcia Rosenbusch, Iowa State University, for a summer institute to train 15 certified secondary foreign language teachers to teach foreign language at the elementary school under the new certification guidelines to be put into effect October, 1988. The institute will be held from June 13 through July 8 on the Iowa State University campus.

Participants will receive three semester graduate credits for the FLES Methods course which will examine the following topics, among others: rational for FLES, current theories of foreign language teaching, curriculum content and organization, content-based instruction, global education, and evaluation techniques. Two semester graduate credits will be received for the Child Development course which will examine theories of child development, the physical, cognitive, psychosocial, and language development of the elementary school age child, and principles of guidance. During the institute participants will observe and practice teach in groups of elementary school children who will attend foreign language classes at the university laboratory school. To complete the requirements for FLES certification, participants will enroll in a three semester graduate credit student teaching practicum in which they will teach a FLES class in their home school during the school year.

The grant awarded for the summer institute will pay for each participant the cost of tuition and materials for the Methods and Child Development courses and, in addition, will pay a stipend to help defray the costs of travel, housing, and child care. First priority for participation in the institute will be based on current Iowa teacher certification for Grades 9-12 or 7-12 and assignment to teach in a curricular elementary foreign language program during the next academic year (1988-89).

For more information or an application for contact: **Marcia Rosenbusch, Department of Foreign Languages and Literatures, 300 Pearson Hall, Iowa State University, Ames, IA 50011.** Registration deadline is March 1.

Teaching Culture from page 4

Elbow. They boasted that they were stronger than the little castle next door that belonged to the Thurner family. They nicknamed the Thurner's castle the Mouse Castle. When they went to battle eventually the Thurners won. So, that was when the mouse beat the cat. And the castles are still called 'Burg Katz' and 'Burg Maus'! The reason they fought each other was for control of the river. Whoever owned a part of the river could build a tower along the side of it or on any island in the middle of it. From the tower they would stretch chains and make boats coming up the river pay tolls.

Mäuseturm:

In the 900's, over one thousand years ago, there lived a Bishop of the church who was very greedy and mean. He owned all the land and people had to put all their grain in his warehouse. He would give it back to them when they needed it but he was very stingy with it. One day all the people came begging for more food. He said they could have all they wanted. But when they were all in the warehouse, he locked the doors and set it on fire. While the people were screaming he said, "Oh, listen to the mice squeaking!" The people changed into mice then and chased him to this tower where they ate him up. Since then this tower has been called the Mouse Tower or auf Deutsch-der Mauseturm.

Lorelei:

This legend originated around a big cliff that protrudes into the river where the river makes a big turn. The current is swift and dangerous there. If a boatman takes his eyes off the river, the current can cause him to crash his boat on the cliff. There is a legend that there is a beautiful maiden with long golden hair. She combs her hair with a golden comb as she sits at the top of the cliff. She sings an enchanting lullaby that makes men look up at her. When she catches their eyes she hypnotizes them. They forget about the cliff and crash into it killing all on board their ship. This legend was made up to warn boatmen about the dangers at that point in the river. It is a very famous poem and song that almost all German school children learn to sing.

Nibelungen:

The legend of the Nibelungen is very old and very long and very complicated. It is a story of kings and queens and treasures. It is part historical and part mythical, similar to the King Arthur and the Round Table stories. Most of the action takes place around this area of the Rhine. Near the town of Worms the Nibelungen treasure was said to have been thrown into the Rhine. Sometimes, even now when the river is low people will dive into the river and look for the lost gold. No one has found it yet! Wagner wrote three operas about the story. Together they tell the whole story of the Nibelungen legend.

NARRATION

The narration is all in German although it is presented here in English. The simultaneous use of props is indicated in parenthesis at the beginning of the section in which they would be used.

The Trip on the Rhine

(Beethoven's "Pastoral" is playing softly.)
Today we are traveling in Germany.
We will take a trip on the Rhine.
What is the Rhine?
The Rhine is a big river.
For example, American rivers are the Mississippi,

Continued on page 6

Teaching Culture from page 5

the Racoon, and the Cedar.
(Map of Germany - point to the map.)
Here is the Rhine.
It is very long.
It begins in the Alps and goes northward to the Netherlands.
Here is Düsseldorf.
Düsseldorf is a large city with many factories.
(Show black cut-out of the factory.)
What color is the factory?
In the factories one makes many tables and many chairs.
(Point to Bonn)
Here is Bonn. Bonn is the capital of West Germany.
What is the capital of Iowa?
What is the capital of the United States?
(Turn music up.)
Listen! Which musician has written this symphony?
(Show poster of Beethoven.)
Yes, it is Ludwig von Beethoven.
Beethoven was born in Bonn.
How many symphonies did he write?
(Point to Köln on the map.)
Here is Cologne.
(Show cut-out of the cathedral.)
In Cologne stands a large church.
It is very old.
It was built in the 1200's and finished in the 1800's. It took almost 600 years to build, stone on stone.
(Point to river below Bonn.)
In this part are many castles. In the castle lives the prince and princess. Here is the Cat Castle and the Mouse Castle.
(Hold up Burg Katz and Burg Maus.)
The prince of the Cat Castle says: I am very big. I am very strong. You mouse, are little. I will eat you up.
(The Burg Katz und Burg Maus have a mock battle. The mouse wins.)
The Prince of the Castle Mouse says: I am little but I am clever and strong. I am the winner.
(Show Mäuseturm.)
And what is in the middle of the river?
It is a tolltower.
(Bring out chains and stretch them across the front of the chairs of "the boat".)
And here is the chain.
We must pay our money.
(The children pretend to give Deutsch Marks to the toll collector.)
(A fashion doll is sitting on a large cardboard box or on some place high up in the room.)
Now what is that? That is a big cliff with a beautiful maiden.
(Play or read "The Lorelei". Show the golden comb at the appropriate part of the poem.)
We must not see her. Turn your head.
We must not listen to her. Lay your hands over your ears!
God be thanked! We are away from her!
(Play the record "Das Rheingold". Show the poster of the Nibelungen and the treasure chest.)
Now we go to Worms.
Listen! This music is by Richard Wagner. It is the Opera "The Rhine Gold". It is the story of the Nibelungen.
(Show the cut-out of the Black Forest.)
What is that? That is a mountain.
What color is the mountain? What color are the trees?
The trees are green but there are so many of them it looks black.
It is called the Black Forest.
Here one eats Black Forest Cherry Torte.
It tastes very good.
It is chocolate and cherry cake.
(Play "The Schwärzwalder Mädel.")
Listen, that is Black Forest music.
(Show chemical plant cut-out.)
Now here is Switzerland. Here is Basel.
In Basel there are many chemical plants.
(Show the Alps.)
In Switzerland there are many mountains. They are called the Alps.
(Show poster of Rhinefalls.)
What is that? That is the Rhinefalls. We cannot go any further.
We must get out. But I am hungry and thirsty. Are you hungry? Are you thirsty? So, we will go into a cafe.

In the Cafe

There are several tables and chairs. The waitress welcomes us to her cafe and hands each group of four or five a menu.

"Welcome to the Two Children Cafe."
"I am your waitress."
"Sit down please."
"What would you like?"

The children are encouraged to decide what they wish to order from the menu. When they ask for applestrudel and ice cream the waitress takes their order and goes to the "kitchen" to tell the cook. The cook humorously and enthusiastically yells out,

"We have no applestrudel!"
"We have no ice cream!"

When the children order beer and the waitress tells the cook, the cook yells out in shock.

"What?"
"Children can't drink wine or beer!"

But the children can order real Black Forest Cherry Torte and lemon-lime soda. Before their orders are brought to the table, the waitress brings the eating utensils which are introduced to the children: fork, knife, spoon, napkin, plate, and glass. The German way of eating with the utensils is demonstrated by the teacher. The fork is used in the left hand and the knife, in the right. The knife is used to push pieces of food onto the fork, which is upside down by American standards.

DISCUSSION

When I presented this experience to a FLES class, assistant teachers held up the posters as I talked about each one. They also changed the record, read "The Lorelei", role played, and were the waitress and the cook at the cafe. Because of their involvement, things flowed smoothly and both the trip on the river and the trip to the cafe were possible. It would obviously take one person more time to do all the props and manipulation of equip-

Continued on page 7

Iowa FLES Information Questionnaire—1988

If you are willing to share your name and address with other FLES educators as a representative of your FLES program, please fill in the following information. (Note that your responses on the questionnaire will not be shared with others, only your name and address as a representative of your program. THE CONFIDENTIALITY OF YOUR RESPONSES ON THE QUESTIONNAIRE WILL BE RESPECTED.)

Name:

Address:

City: Zip:

Phone: (   )

Program represented:

(Write in the school/school district or the community to identify the program.)

* * *

IOWA FLES INFORMATION QUESTIONNAIRE - 1988

Directions: Please respond to the best of your ability. You may report the information by individual school or by school district but please coordinate responses within a program so that no school is reported more than once. If you have questions, write to the address below or call the Editor: (515) 294-4046

PLEASE RETURN THIS QUESTIONNAIRE BY FEBRUARY 29 TO:

Marcia H. Rosenbusch, Editor
Iowa FLES Newsletter
300 Pearson Hall
Iowa State University
Ames, Iowa 50011

1. What FLES program do you represent? (Write in the school/school district where the program takes place. Or write in the community, if it is a private program.)

2. What is the approximate elementary school student enrollment of the school/school district where this program functions? (Write in.)

3. Is this program: (Circle one.)
   a. curricular? (part of the regular school curriculum)
   b. extracurricular? (uses the school building but the classes meet outside of the school day.)
   c. private? (organized privately outside of the school system)
   d. other? (Specify)

4. How long has this current program existed? (Circle one.)
   a. one year or less than one year
   b. more than one year but less than three years.
   c. more than three years but less than five years
   d. more than five years (Specify how long.)

NOTE: IF A PREVIOUS PROGRAM EXISTED BEFORE THE CURRENT PROGRAM WAS ESTABLISHED, PLEASE ANSWER QUESTIONS 5 & 6, IF NOT, GO ON TO QUESTION 7:

5. Was the previous program: (Circle one.)
   a. curricular? (part of the regular school curriculum)
   b. extracurricular? (uses the school building but the classes meet outside of the school day)
   c. private? (organized privately outside of the school system)
   d. other? (Specify)

6. How long did the previous program function? (Circle one.)
   a. one year or less than one year
   b. more than one year but less than three years
   c. more than three years but less than five years
   d. more than five years (Specify how long.)

7. Where does the funding for your program's foreign language classes come from? (Circle all that apply.)
   a. regular school funds
   b. state or federal grant
   c. tuition paid by parents
   d. other (Specify)

8. How many teachers does this program employ?

   (Write in.)

9. Please indicate how many of your foreign language teachers fit each of the following categories: (For each item, circle "none" or write in the number of teachers.)

   a. native speakers of language being taught, but no teacher certification
   none

   b. certified for elementary school teaching, but not specifically for foreign language teaching
   none

   c. certified for foreign language teaching at the **secondary school** level
   none

   d. certified for foreign language teaching at the **elementary school** level
   none

   e. high school/college students who are not native speakers of the language being taught
   none

10. Have any of the foreign language teachers in your program participated in teacher training during the past year? (Circle one.)

a. no

b. yes. (Specify what kind, e.g. language training, methodology instruction, student teaching, observing "master teachers", language conferences, workshops, etc.)

____

____

11. What areas of language learning are taught in this program? (Circle all that apply.)

a. reading
b. writing
c. listening
d. speaking
e. culture (daily life)
f. other (Specify.) ______________

12. What areas of language learning are most emphasized? (Circle.)

a. reading
b. writing
c. listening
d. speaking
e. culture (daily life)
f. other (Specify.) ______________

13. Is there an established foreign language curriculum or set of guidelines for your program(s)? (Circle one.)

a. no
b. yes

14. What kinds of instructional materials are used? (Circle all that apply.)

a. commercially published textbooks/workbooks (Please list titles and publishers; attach separate page if needed.)

b. teacher-made materials (Please describe briefly.)

c. other (Please list.)

15. Please read the following goals describing various program types: (Adapted from Center for Applied Linguistics 1986 Foreign Language Survey.)

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*Program Type A

The goals of this program are to get a general exposure to language and culture, learn basic words and phrases, and develop an interest in foreign language for future language study. The aim is not fluency but rather exposure to other language/s and culture. (This type of program is often called foreign language experience, or FLEX.)

*Program Type B

The goals of this program are to acquire listening and speaking skills, gain an understanding and appreciation for other cultures, and acquire limited amounts of reading and writing skills. Lessons in early grades center around greetings, colors, numbers, food, days of the week etc., and conversation focuses on topics children are familiar with, e.g., family, pets, school. The teacher in this type of program may speak some English in the class. (This type of program is often called foreign language in the elementary school, or FLES.)

*Program Type C

The goals of this program are the same goals as Program B above, but there is more exposure to the foreign language. This greater exposure includes language classes taught only in the foreign language or the foreign language being reinforced in other classes. There is coordination between foreign language teachers and other teachers so that language concepts are carried over into the regular curriculum. (This type of program is often called intensive FLES.)

*Program Type D

The goals of this program are to be able to communicate in the language almost as well as a native speaker of the same age and acquire an understanding of and appreciation for other cultures. At least 50% of the school day is taught in the foreign language, including such subjects as arithmetic, science, social studies, language arts. (This type of program is called partial or total immersion.)

In the chart below, circle each language taught at your school. For each of the languages taught, write in the corresponding letter of the program type from the four descriptions above that best describes your program, the grade levels in which it is offered, the number of students enrolled in the classes, and the average number of hours per school year students spend in foreign language study. NOTE: If you have more than one program type, please list them all.

Language	Prog. Type (A,B,C,D)	Grade Levels (K,1,2,3,4,5,6)	No. of Stud.	Average Hrs/School Year
EXAMPLE: CHINESE	A	3-6	121	36
French				
German				
Spanish				
Other (Specify:)				

Continued on page 7

Teaching Culture from page 6

ment. If you are teaching without assistants perhaps it would be better to divide the two activities, **The Trip Down the Rhine** and **In The Cafe**, into two separate class periods or use advanced students to do what the assistant teachers did for me. Another idea would be to have an advanced group present this activity to a beginning group.

There are many variations to this activity that are possible. More TPR could be included in the boat trip to simulate the twists and turns in the river. It could also be used in response to the sights, such as plugging the nose when going by the factory. Money and vocabulary related to buying tickets and paying for the bill in the restaurant could be introduced. Slides, postcards, or pictures from travel magazines could also be shown of sights along the river.

At the cafe, the children enjoyed trying to decipher what the menu was offering and also in choosing what they would like to eat from it. They particularly enjoyed the enthusiasm in which the assistant teacher played the waitress and the unexpected antics of the cook. Their eyes lit up when real Black Forest Cherry Torte was served.

Through this activity the children learned about the legends connected to the Rhine and they learned some geography in a more effective way than by just talking. I am sure they will remember the highlights of the day for a long time. I felt that this was a meaningful and enjoyable way for the children to learn more about the culture of Germany.

SONGS AND POEMS

Die Lorelei

Ich weiB nicht was soll es bedeuten,
daB ich so traurig bin
dein Märchen aus alten Zeiten,
das kommt mir nicht aus dem Sinn.
Die Luft ist kühl und es dunkelt,
und ruhig flieBt der Rhein;
der Gipfel des Berges funkelt
im Abendsonnenshchein.

Die schönste Jungfrau, die sitzet
dort oben wunderbar,
ihr goldnes Geschmeide blitzet,
sie kämmt ihr goldnes Haar.
Sie kämmt es mit goldenem Kamme
und singt ein Lied dabei;
das hat eine wundersame,
gewalt'ge Melodei.

Den Schiffer im kleinen Schiffe,
ergreift es mit wildem Weh;
er schaut nicht die Felsenriffe,
er schaut nur hinauf in die Höh.
Ich glaube, die Wellen verschlingen
am Ende Schiffer und Kahn;
und das hat mit ihrem Singen
die Lorelei getan.

The Song of the Nibelungs

Before the mighty King returned once more
Hagen had taken all the treasure store
To Lochheim, there to sink it in the Rhein,
(He hoped to use it later-that was not fate's design.) (Ryder, p. 222).

Continued on page 8

Iowa FLES Information Questionnaire from previous page

16. What type of sequencing, if any, is used to continue language study from elementary through secondary school? (Circle one answer that best describes the sequencing for the majority of students.)

    a. Students who have studied a foreign language in the elementary school are placed in Level 1 foreign language classes along with students who have no prior contact with the language.

    b. Students who have studied a foreign language in the elementary school can enroll in a class in junior high/middle school where the course content and objectives are designed specifically to meet their prior level.

    c. Students who have studied a foreign language in the elementary school can enroll in more advanced classes in junior high/middle school, but these classes do not necessarily reflect students' prior language level.

    d. Students who have studied a foreign language in the elementary school can enroll in some subject matter courses taught in the foreign language in grades 7-12.

17. What are the major problems you see confronting elementary school foreign language programs? (Circle the three most serious problems.)

    a. shortage of funding
    b. not enough trained teachers
    c. poorly trained teachers
    d. lack of quality materials
    e. lack of established curriculum or guidelines
    f. inadequate sequencing from elementary into upper level classes
    g. lack of school support
    h. lack of community support
    i. other (Specify.) ______________________________

    ____

18. Do you have special problems or concerns about elementary school foreign language programs not examined in this questionnaire? (Explain.)

Teaching Culture from page 7

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Chris Joslin, 2612 - 38th Street, Des Moines, IA 50310.

Christmas Book Offered

FOR SALE: Christmas in Mexico, an 80 page, 8" x 11" hard bound book (World Book Encyclopedia Co.). A colorful resource (contains 30 pages of color photos) on the Christmas season in Mexico. Features a pronunciation guide to 80 Mexican terms, chapters on nacimientos, posadas, pastorela, piñatas, the children's Christmas, and Mexico's Christmas "gifts" to the world. Special sections contain Mexican holiday recipes; how to make piñatas and other crafts; several Mexican Christmas songs, including the beautiful "Posadas". An excellent classroom resource, this book makes an ideal gift or student prize. Cost is only $5 plus $1 postage. (Make checks payable to: Luther College Spanish Tertulia.) Supply is limited. Money refunded if not satisfied. Send to: Spanish Tertulia c/o Professor Dennis Magnuson, Faculty Mail, Luther College, Decorah, IA 52101.

Editor's Note: All persons interested or involved in elementary foreign language teaching are urged to send news items or articles to the editor. Submission deadline for the Spring 1988 issue is February 15, 1988.

Jointly funded by the College of Education and the College of Sciences and Humanities of Iowa State University, and the Iowa Department of Education

Published under the auspices of the Department of Foreign Languages and Literatures, Iowa State University

Marcia H. Rosenbusch, Editor
Iowa FLES Newsletter
300 Pearson Hall
Iowa State University
Ames, Iowa 50011

IOWA**FLES**NEWSLETTER

A newsletter for teachers of Foreign Language in the Elementary School.

Volume 4 Number 1 Spring 1988

The Editor Writes . . .

Opportunities for Iowa FLES teachers continue to grow. Workshops and conferences allow teachers to exchange ideas and learn from each other. FLES teacher training institutes prepare teachers for FLES certification. Grants from school districts that are planning or implementing FLES programs are awarded. An Outstanding Educator award is given by the Iowa Foreign Language Association to a FLES teacher.

As the opportunities have grown, so has the expertise in FLES teaching. In this issue of the newsletter, two teachers who have participated in some of these Iowa FLES experiences share from their learnings about FLES classroom methodology.

If you have not yet taken advantage of the unique opportunities for FLES in Iowa, do so now!

Disguised Learning: Active Games for FLES

Active games can be a stimulating part of FLES. Games can open or close the language period pleasantly, add variety and interest to the lesson, reinforce lexical items or grammatical patterns, and contribute to the cultural objectives of a unit by helping students identify with their peers in the foreign land whose language they are learning. (Donoghue, p. 117) Games are also valuable enrichment activities for the FLES classroom. Games teach self-control, fair play, quick thought, patience, logic, quick action, dexterity, team play, camaraderie, coordination, concentration, and good sportsmanship.

Culturally authentic games help children become familiar with the leisure-time activities enjoyed by young people in the Hispanic world. There is also a place for familiar games translated into Spanish, however, because the children readily identify with these games.

Children like to be physically active and games provide them this opportunity. Among the developmental tasks of children are: the building of wholesome attitudes toward oneself, learning to

Continued on page 5

Come on a "Flight" to Germany

Our students at Hudson Community School were very luck this year. They had the opportunity to have an exciting and novel experience with a foreign language...a simulated flight to Germany.

This unusual event required that the students have a certain level of proficiency in order to understand all commands and directions which were given in German. Our students have had a minimum of two years of German and a maximum of five years within our elementary school. Approximately ten per cent of our elementary students participate in German classes which are offered after school. Each level of German meets twice weekly for a total of 80 minutes each week. In addition, all first and second grade students participate in an enrichment class. They learn the alphabet, numbers, colors, school words, animal names, and are given German homework. Our experience with primary students has proven that they love to learn something new which they can teach to their friends and families.

In working with all the younger students we have noticed a considerable increase in parent awareness of the German program and an interdisciplinary approach to language within our school. The art teacher has discussed Germany's contributions to the art world; in music the students learned "Silent Night" and "Are You Sleeping" in addition to learning about Bach, Beethoven, and Mozart; the high school geography teacher asked us to present our slides and momentos of Germany to his classes; and, one of the language arts teachers received poems "auf deutsch" (in German). Promoting our program so that our student have exposure to a foreign language and culture has allowed parents, administrators, school board members, and community members to get involved. This involvement certainly boosts the perception that the public has of its local school.

And now...more about our simulated flight. Last fall the students, parents, and any other interested parties were invited to take a simulated trip to Frankfurt, West Germany. One evening our flight departed from Hudson School at 7:00 P.M. and

Continued on page 4

German FLES Initiative Announced

The Goethe Institute is beginning a major involvement in German FLES programs in the USA. An initial workshop, led by Helena Anderson-Curtain and Carol Ann Pesola is scheduled for May 6-7, 1988, in Chicago. One to three German FLES teachers from each state in a nine-state midwest region will be invited to participate in a workshop at the Goethe Institute in Chicago. Purposes of the workshop are to inform participants about the state of FLES nationally, identify needs as FLES teachers, discuss German FLES curriculum and methodology, network, and begin to organize German FLES instruction on the state level.

To receive further information and to become part of the state-wide German FLES network send the following information to Language Department, Goethe-Institute Chicago, 401 N. Michigan Avenue, Chicago, IL, 60611: your name, home and school addresses and phone numbers, information about materials you use (especially if they have been developed locally), and suggestions for ways in which the Goethe Institute could aid your program and German FLES programs in general. Be sure to include the number of German FLES students per grade K-8, the amount of time students meet per week (and whether daily, twice a week, etc.), and whether the program is extracurricular (if so, include the cost to parents).

Make FLES Materials at the Spring Workshop

Elementary school foreign language teaching functions best with interesting and varied hands-on materials. Kathy Fredericks, Jeanine Dietrich, and several other experienced Iowa FLES teachers will be sharing ideas, models, and sources for teaching materials with you at the Spring FLES Workshop. They will help you make useful transparencies, game boards, folder-games, mobiles, patterns and shapes for flashcards or games at the workshop. You will go home with many ready-to use materials and the inspiration to make more.

If you are currently teaching FLES or want to prepare for teaching FLES in the future you will want to come to this workshop. The Spring FLES Workshop will be held at the Scheman Continuing Education Building, Iowa State University, Saturday, April 16, from 9:00 to 4:00. Preregistration is required, but there is no charge for the workshop. The $24 cost per person will be paid by a grant awarded by Paul Hoekstra, Foreign Language Consultant, Iowa Department of Education. To request registration contact: **Gretchen Warn, 102 Scheman, Iowa State University, Ames, Iowa 50011.** (515) 294-5961.

FLES Questionnaires Requested

If you are teaching in a FLES program in Iowa, please be sure that a representative from your program has returned the Iowa FLES Questionnaire that was included in the Winter 1988 issue of the Iowa FLES Newsletter. Since the Iowa Department of Education does not have a mechanism for keeping statistics on FLES programs, the questionnaire provides the only way by which this information can be gathered. A similar FLES questionnaire was utilized in the Fall of 1985, but extensive program growth in FLES since that time has made a repeat of the questionnaire a necessity.

The results of the questionnaire will be published in a future issue of the Iowa FLES Newsletter and a directory of all Iowa FLES programs will be included. Be sure that your program receives the recognition it deserves by returning the questionnaire immediately. If you need an additional copy of the questionnaire, contact: **Marcia Rosenbusch, Department of Foreign Languages and Literatures, 300 Pearson Hall, Iowa State University, Ames, Iowa 50011.**

Iowa Participates in SLAC

The Third International Conference on Second/Foreign Language Acquisition by Children: Theoretical Aspects and Practical Applications (SLAC) was held Friday and Saturday, March 18 and 19, 1988, in Chicago. The Keynote Speaker was Frank M. Grittner, Supervisor of Foreign Language Education for Wisconsin. His speech was entitled, "Foreign Languages for Children: Let's Do It Right This Time!" Presenters at the conference came from Hawaii, Puerto Rico, and Quebec as well as from the continental United States. Iowa was well represented at the conference by the following presentations:

"Teaching for Proficiency in Your Elementary School Classroom" by D. C. Hawley, University of Northern Iowa, and Argelia Colon de Hawley and Judith Finkelstein, Malcom Price Laboratory School, University of Northern Iowa, Cedar Falls.

"FLES in the Curriculum: A Developmental Model" by Donna Grundstad, Iowa City Community School District, Iowa City.

"National Network for Early Language Learning: An Update" by Nancy Rhodes, Center for Applied Linguistics, Washington, D.C. and Marcia H. Rosenbusch, Iowa State University, Ames.

For information about the next SLAC Conference contact: **Dr. Rosemarie Benya, East Central Oklahoma State University, Ada, OK 74820.**

FLES Teacher Training Offered

There are several openings available for the Summer FLES Institute that will train certified foreign language teachers of French, German, and Spanish to teach at the elementary school level. The Institute will be held at Iowa State University from June 13 through July 8, 1988. Participants will receive 3 semester graduate credits for a FLES Methods Course and 2 semester graduate credits for a Child Development Course. The cost of tuition and materials will be covered by a grant, and each participant will receive a stipend to help defray the costs of travel, housing, and child care. For more information contact: **Marcia Rosenbusch, Department of Foreign Languages and Literatures, 300 Pearson Hall, Iowa State University, Ames, IA 50011.**

Grundstad Named Outstanding FLES Educator

Donna Grundstad, Foreign Language Curriculum Coordinator for the Iowa City Community Schools, received the 1987-1988 Iowa Outstanding Educator Award for Elementary School Foreign Language at the fall Iowa Foreign Language Association meeting held in Cedar Falls. Grundstad has an M.A. in French Literature from the University of Iowa, is an Iowa certified French teacher, and has been a FLES teacher since 1986 in the Iowa City Program.

Grundstad has been active in FLES at both the state and national level. She is the French materials reviewer for the Iowa FLES Newsletter and is the Classroom Activities Editor for the national newsletter, FLES NEWS - National Network for Early Language Learning. She has presented sessions about the Iowa City FLES program at the following conferences: Second/Foreign Language Acquisition by Children, International Conference (1986, 1988), and Advocates for Language Learning (1986, 1987).

Grundstad has been instrumental in planning and administering the successful Iowa City FLES program [see V 3 (1)]. The positive impact that a well-planned FLES program can have on upper level foreign language courses has been clearly demonstrated by the model Iowa City program. The results of a survey of sixth grade students in the FLES program indicate that after one year of foreign language instruction, 82% of the students planned to continue foreign language study in the future. Seventh grade enrollment in foreign language is up from 260 students in 1986-87, to 362 students in 1987-88.

Congratulations to Donna Grundstad for her award as Outstanding Educator and for her excellent work in FLES!

FLES Grants Awarded

Foreign language educators in Iowa are fortunate to have the strong support of the state legislature. For the 1987-88 school year the legislature appropriated a total of $400,000 for foreign languages. From these funds, Paul Hoekstra, Iowa Department of Education Foreign Language Coordinator, has awarded the following grants to Iowa school districts to stimulate interest in, and to plan for, an elementary school foreign language program:

Columbus	$1,000
Eddyville	1,000
Gilbert	1,000
Lewis Central	1,000
Marshalltown	900
Monroe	750
Moulton-Udell	995
Mount Ayr	1,000
Meservey-Thornton	1,000
Ogden	1,000
Paton-Churdan	980
Spencer	1,000
Spirit Lake	1,000
Van Meter	1,000
Waterloo	1,000
West Bend	450

The following school districts have received grants for the development and implementation of an elementary school foreign language program:

Burt	$6,000
Central Decatur	4,414
Crestland	3,600
Davis County	8,951
Fort Madison	8,998
Keokuk	8,293
Lake View-Auburn	3,600
Odebolt-Arthur	3,600
Palmer	5,479
Rockwell City	2,133
Sac	3,600
Schaller	3,600
Storm Lake	9,000
Titonka	8,000
Wall Lake	3,600

FLES Sessions Planned for Fall IFLA Meeting

The Coordinator of the 1988 Foreign Language Association (IFLA) meeting, Dr. Tom Douglass, reports that many excellent sessions are being scheduled for the meeting that will be held at the University of Iowa Memorial Union, Iowa City, on Friday and Saturday, September 30 - October 1. Among the tentative list of presentations of interest to FLES educators are the following (accompanied by a brief description of content when available):

"I Ought to be a Kid Again" by Marge Lieb, Waverly. This session focuses on keeping the elements of surprise in the FLES classroom.

"Live, Learn, Love Spanish through Culture Hypothesis" by Lueann Bregman, Dubuque. The introduction of various cultural aspects of the Spanish-speaking world into the FLES classroom through dramatizations, games, cooking, crafts, and group/individual projects.

"A Kaleidoscope of Ideas for Teaching One Concept Leaves Students Anticipating: 'What's Next?'" by Toni Baugher, Ankeny.

"Disguised Learning: Active FLES Games and TPR" by Ann Bindner, Paullina.

"Thinking Skills in Foreign Languages: Analogies" by Donna Grundstad, Iowa City.

"Spanish/French Singalong" by Pratt and Oates, Cedar Falls.

"FLES Swap Shop" by Donna Grundstad, Iowa City.

"The Rationale for FLES" by Marcia Rosenbusch, Ames.

For more information about the meeting contact: **Dr. Tom Douglass, Department of Spanish, 217 Schaeffer Hall, The University of Iowa, Iowa City, Iowa 52242.**

CSC Conference Offers Many FLES Sessions

Denver, Colorado is the site of the 1988 Central States Conference on the Teaching of Foreign Languages (CSC) to be held April 14-16. There are more FLES sessions scheduled for this CSC conference than ever before. The conference will be held at the Sheraton Denver Tech Center Hotel. On site registration will be $40. Among the FLES sessions offered are the following:

"The Answer: FLES! What is the Question?"
"Teaching Foreign Languages, Grades 3-8: Issues and Answers:
"FLES in Ohio: Where Do We Grow From Here?"
"A Model to Implement FLES Programs"
"Revitalized FLES: The Elementary School Foreign Language Opportunity"
"Students Teaching Students: The Senior High - Elementary Connection"
"Integrating Foreign Language with Regular K-8 Curriculum through Team Teaching"
"A FLES Program for a Rural School District: Teachers and Students are Learning Spanish!"
"Viva el Espanol! The Complete Language Development Program for Teaching Spanish in the Elementary School"

For more information about this conference contact: **Gerard Ervin, CSC Executive Secretary, Foreign Language Center, 155 Cunz Hall, Ohio State University, Columbus, OH 43210.**

"Flight" from page 1

arrived in Frankfurt at 8:20 P.M. Both of the stewardesses met the passengers at the outside door of our school. Flight tickets, simulated German money, and passports were given to each person accompanied by directions before boarding the plane. (Simulated tickets were provided by AAA Travel Agency in Waterloo, Iowa). Baggage was checked in (we tagged a few purses) as the stewardesses greeted the passengers.

The "plane" consisted of masking tape marked off as the interior of a 747 on the classroom floor. Chairs had been arranged in rows of three along with exit and restroom signs. In the back of the plane beside the restrooms was a duty-free shop consisting of a large table with German bookcovers, folders, pencils, and pins.

Our supplies cam from TEACHER'S DISCOVERY in Troy, Michigan. The students especially loved the bookcovers because they read "I hate homework" in German. Of course, everything we used for our flight was in German. Translations were provided by our English-speaking flight attendant.

After seating the passengers, the captain proceeded to welcome the guests, give flight information en route, and the weather report. Our captain, Eberhard Schmitt, is the husband of my German colleague, Christy Schmitt. The Schmitt's foreign exchange student, Stephanie Kurth, contributed to our flight by instructing the passengers in filling out passport information and explaining emergency exit procedures. Frau Schmitt and I aided in giving directions and translating.

The passengers had a few spare minutes on the flight to browse through German magazines (provided by AAA) and issues of Scholastic's "Das Rad", and "Schuss". We served snacks and drinks via a rolling cart. Styrofoam meat trays served as platters for the refreshments. A German version of one of "The Three Stooges" films was shown following the snacks. While the trays were being collected German folk music was played. After the aisle was cleared the students selected items from purchase from the duty-free shop on board. German money (made from colored paper) was collected for the purchases with five marks change being given to each student. At the conclusion of the flight each student was instructed to make a written declaration of purchases and to pay five marks' in tax. The passengers were escorted from the plane to the "airport."

So ends the story of a successful and interesting evening for the students and guests. They experienced a simulation of a real flight and, hopefully, will remember their encounter with the language.

Debra G. Gordon, Mentor, Hudson, IA 50643

Foreign Language Week Celebrated

Foreign Language Week was celebrated March 6-12, 1988, by both secondary and elementary school foreign language programs in many school districts in Iowa. Some FLES programs have designated their own foreign language week and planned activities for the week.

Clara Suarez, Ames Foreign Language Association, reports that the FLES teachers at Kate Mitchell Elementary School in Ames celebrated foreign language week by placing labels written in French, German, and Spanish on the bathroom fixtures in the school restroom. They also prepared a display for a hallway bulletin board using a world map on which they placed flags of the countries where French, German, and Spanish are spoken. Postcards from the countries indicated on the map were labeled by name and placed around the map. A wall display case was filled with items from these same countries: dolls, musical instruments, clothing items, etc.

It's not too early to begin to plan for next year's celebration of Foreign Language Week. The editor requests that readers send descriptions of activities that they have used in their FLES programs in past years for publication in the Iowa FLES Newsletter. Please send your item by May 15 to the editor.

Active Games from page 1

get along with others, and developing and refining motor skills. All of these developmental tasks can be enhanced through the use of games.

The Natural Approach and TPR go hand in hand with the presentation of games. The Natural Approach involves learning the foreign language in a natural way as we first learned English. The children learn Spanish by hearing it as they are experiencing and experimenting with concrete objects. TPR involves action word commands that stimulate children to act out what is said. With TPR children are able to use their energy in a positive way. The Natural Approach and TPR are easily incorporated into the use of games in the foreign language classroom. Directions and rules for games should be given in the target language. Demonstrations may be useful in the presentation to help communicate the meaning of new words and phrases.

I first used the Natural Approach and TPR in a game presentation during the FLES institute conducted at ISU in the summer of 1987 and I found out that these methods work! The children in the Spanish class were ages five through seven and had been exposed to twelve hours of TPR and Natural Approach instruction. The game I presented was **"Corre, conejo, corre"** or (Run, rabbit, run). The children were already familiar with the command **corre** (run). Several animals had already been presented so **conejo** (rabbit) was an addition to their animal vocabulary. The word **"conejo"** (rabbit) was introduced by means of a stuffed animal and the word **"casa"** (house), with a Fisher Price playhouse.

For this activity the children were divided into groups of three. All of the following directions were given by the teacher in Spanish and dramatized to help clarify the meaning: **Niño uno, niño dos y niño tres, ¡levántense!** (Child one, child two, child three, stand up!) **Niño uno y niño dos, pongan las manos así. Esta es la casa del conejo.** (Child one and child two, put your hands like this. This is the rabbit's house.) The children face each other and hold onto each other's hands, holding them high over head to form the roof of the house. **Niño tres es el conejo.** (Child three is the rabbit.) **Conejo, vete a la casa.** (Rabbit, go to your house!) The teacher helps child three to duck under the other children's hands to demonstrate how the rabbit will run to its house. **Cuando yo grite, "corre, conejo, corre", todos los conejos corren a otra casa.** (When I holler, "run, rabbit, run", all the rabbits run to another house.) The teacher helps child three leave the house and child four to enter the house. As I stated previously, this method works! Vocabulary was reinforced, the children had fun, and NOT A WORD OF ENGLISH WAS SPOKEN!

Giving all of the directions in Spanish, as suggested by the Natural Approach, emphasized to the children that Spanish is usable and works in everyday experiences. TPR was utilized by giving commands to which the children responded physically. Concrete objects, the toy rabbit and house, were used to clarify meaning when introducing the new vocabulary.

In choosing games it is important to consider the established goals and objectives of the program. Games can enrich or give help in the retention of the classroom learning through enjoyable practice. Directions for games should be clear, simple, and concise. (Cohen & Cohen, p. 7) I advocate that all directions be given in the foreign language and that the foreign language be used throughout the games sessions.

I share here several active games to use in FLES classes. They are categorized according to topic, materials needed, procedure, grade level, and suggested second language (L2) use. The suggested L2 use contains key words and phrases used in each game. It is important to note that the suggested grade level is flexible according to the maturity of the particular FLES group and their knowledge of vocabulary.

Topic: Adjectives, **"Frío - Caliente"** (Cold-hot)
Materials: something to hide (perhaps something of cultural significance such as a small **sombrero** (hat)).
Procedure: An object is hidden somewhere in the classroom and the students search for it while the teacher says either **frío** or **caliente** depending on whether the children are far from or close to the object.
Grade Level: 1-3
L2 Use: **¡Cierren los ojos!** (Close your eyes!) **¡No miren!** (Don't look!) **¿Dónde está?** (Where is it?) **¡Búsquenlo!** (Look for it!)

Topic: Clothing - **"Lobo, ya está?"** (Wolf, Are You Ready?)
Materials: none or real oversized clothing
Procedure: A line is designated as the goal and the wolf stands in the center of the playing area. The other children must advance towards the wolf and keep asking, **¿Ya está?** (Are you ready?) The wolf answers, **Me estoy poniendo los pantalones.** (I'm putting on my pants). The wolf continues putting on clothing and answering the children's questions accordingly until the wolf finally says, **¡Listo, ya!** (I'm ready now!). All must reach the goal before they are tagged by the wolf or they help the wolf next time. (Millen, p. 128)
Grade Level: 1-3
Suggested L2 Use: clothing vocabulary, **¿Ya está?** (are you ready?) **Me estoy poniendo los pantalones,** etc. (I am putting on my pants, etc.) **¡Listo, ya!** (I'm ready now!)

Topic: vocabulary - **"En el mar, en la playa"** - (In the sea, on the beach.
Materials: none
Procedure: A line is drawn, dividing the playing area into two parts, **el mar** and **la playa,** and the players stand on the line. If the Leader calls out, **¡El mar!**, all the players must jump to the side so designated. If the leader calls out, **¡La playa!**, all the players jump to the other side. The Leader may call out the commands very quickly in an effort to have the players jump in the wrong direction or at the wrong time. Anyone jumping in the wrong direction or failing to jump at the command must leave the game. A variation would be to have that person become the leader. (Hubp, p. 23)
Grade Level: 1-3
Suggested L2 Use: **¡Brinca a la playa!** (Jump to the beach!), **¡Brinca al mar!** (Jump to the sea!)

Continued on page 7

FLES Reviews . . .

Reviews of literature and materials of interest to FLES teachers will be included in each issue. Although the reviews have been divided into French, German, and Spanish, you will find material of interest to all FLES teachers in each section as well as language specific material. **If you are acquainted with FLES materials, books or articles that would be of interest to other FLES teachers please send information about them to the appropriate reviewer.** If these materials are not available in your public library you can request them on interlibrary loan. Addresses and telephone numbers are included when possible for commercially available materials.

FRENCH: Donna Grundstad, 1814 Flatiron Avenue, Iowa City, Iowa 52240.
GERMAN: Roberta Graber Ross, 1411 Curtiss Avenue, Ames, Iowa 50010.
SPANISH: Elena Vega, 140H University Village, Ames, Iowa 50010.

FRENCH

Hazzan, A. (1986). Let's Learn French Coloring Book. Lincolnwood, IL: National Textbook.

Each page of this 8-1/2" x 11" coloring book presents a word and illustration for a specific letter of the alphabet. The book could provide coloring activities for very young students. For older students, each page could be used to present a key word and to expand alphabet learning. Where appropriate, the pictures also illustrate aspects of French culture. This book is also available in Spanish, German, Italian, and English.

Wilkes, A. (1987). French for Beginners. Lincolnwood, IL: National Textbook.

This book presents survival, conversational French in a format that would appeal to the upper elementary student. Words and expressions are presented with with an abundance of cartoon drawings that provide a context and illustrate meaning. Situational activities are provided in each section. The book could be used as a text or as supplemental reading for the highly motivated student.

GERMAN

Romo, R. & Boone, B. (1982). How to Make and Use Your Own Visual Delights. Rowley, MA: Newbury House.

This book shows FLES teachers step-by-step how to create visuals that can be used to teach many different functions or structures and which are inexpensive and easy to store and file. I found the visual suggestions for work with prepositions, possessive adjectives, and can/can't (e.g., "...swim") especially useful. I highly recommend this book to foreign language teachers.

Fairfax County Public Schools. Elementary Foreign Language Guide to Resources. (1984). Office of Adult and Community Education, 7510 Lisle Avenue, Falls Church, VA. 22043.

The Fairfax curriculum for German, French, and Spanish is divided into two levels covering such topics as social dialogue, colors, food and drink, and prepositions. This guide contains 30 pages of detailed suggestions for presenting vocabulary and structure, sequencing material, planning a class period, and maintaining discipline. There are an additional 24 pages of ideas for culture and language games and activities. The Fairfax guide is a practical introduction for new FLES teachers and is a valuable review of basics for all of us.

SPANISH FLES

Yaw, J.R. (1983). Juegos de colores. New York: Gessler, 900 Broadway, New York, NY 10003-1291.

Juegos de colores is a collection of 32 activities on spirit masters (ditto) developed for use in Spanish I or a FLES program. Objectives are listed for each master with brief descriptions of suggested teaching methods. The first master is a painter's palette with spots for twelve labeled colors and a spot for the student's favorite color. Students are to color in the designated colors. There is also a list of twelve scrambled color words which students are to unscramble. Other activity topics are: numbers, animals, fruit, clothing, and Latin American countries and their flags. Reading and writing are increasingly emphasized, but some masters could be used without the accompanying written material.

Marquez, N. (1982). Aprendiendo con movimientos: Metodo TPR Espanol (J. Marquez, Trans.). Los Gatos, California: Sky Oaks Productions, PO Box 1102, Los Catos, CA 95031.

This book is written in Spanish and is designed for use with preschool and elementary school age children. The Total Physical Response method is described clearly in the introduction. In each of the twenty-five lessons, commands are taught together with words and phrases which vary and enrich the basic commands. The children learn to respond to the commands with physical actions. Commands for both the whole group and individuals are employed.

Medlin, D. (1979). A FLES Handbook: French, Spanish, German, Grades K-6. (3rd ed.). Rockhill, South Carolina: Winthrop College.

Classroom activities for French, German and Spanish FLES programs are presented as well as classroom techniques. Chapters deal with teaching strategies and activities for particular topics such as names, numbers, clocks, colors, and clothing.

Omaggio, A.C. (1978). Language in Education: Theory and Practice. Games and Simulations in the Foreign Language Classroom (Vol. 13). Arlington, Virginia: Publications Department, Center for Applied Linguistics, 1611 North Kent Street, Arlington, VA 22209.

Omaggio provides an excellent source of games and simulation activities for foreign language learning using an organizational scheme based on Bloom's Taxonomy of Educational Objectives. Activities are grouped according to their usefulness in reaching instructional objectives and their level of difficulty. Sources of other games and simulation are listed in the appendix.

Active Games from page 5

Topic: Colors - **"La vieja Inés"** (Old Ines)
Materials: laminated strips of colored paper
Procedure: Two players are chosen as **la vieja Inés**, and **la madre** (the mother). The others are the mother's children and each one takes a color strip and stands behind the mother. A large circular area is designated as the base some distance away. **La vieja Inés** faces the mother, pretends to knock on a door, and says: **Tan, tan** (knock, knock). **Madre: ¿Quién es?** (Who is it?) **Inés: La vieja Inés** (Old Inés). **Madre: ¿Qué quiere?** (What do you want?) **Inés: Quiero colores.**(I want colors). **Madre: ¿Qué color quiere?** (What colors do you want?) **Inés: Quiero rojo.** (I want red). The player who has the red color strip runs away followed by Ines. The player tries to reach the base circle before he/she is caught. If successful, the player is allowed to return to his/her place behind the mother. If not, the player becomes a helper of **La vieja Inés** and tries to catch other children. (Hubp, p. 29)
Grade Level: 1-3
Suggested L2 Use: see above, **¡Corran!** (Run!), and all color names.

Topic: Numbers, vocabulary - **"El sombrero viejo"** (The old hat)
Materials: an old hat
Procedure: Each player is given a number and they place themselves in the following positions:
Side one: 1 2 3 4 5 6 7 8 9 10
el sombrero
Side two: 10 9 8 7 6 5 4 3 2 1
The leader calls out: **¡El sombrero!** (the hat!) Then he calls out a number. The players on each side who have the number called race for the **sombrero**. The one who reaches it first snatches it up and shouts: **¡Lo tengo! ¡Tengo el sombrero!** (I have it! I have the hat!) If the player cannot repeat the phrase the other person gets a chance. Every time the player repeats the phrase and picks up the hat, he/she makes a point for his/her side. (Hubp, p. 38)
Grade Level: 1-3
Suggested L2 Use: see above, **¡Corran!** (Run!)

Topic: Telling time - **"¿Qué hora es?"** (What time is it?)
Materials: none
Procedure: One student is it. The others approach him/her saying, **¿Qué hora es?** The student answers with various times of day or night. When the student says **medianoche** (midnight), all must reach base before they are caught, otherwise they help catch the next time.
Grade Level: 1-3, 4-6
Suggested L2 Use: see above, times of day and night

Topic: **¡Ayuda!** (Help!)
Materials: none
Procedure: This is a tag game. Those who are being chased may call **¡Socorro!** (Help!) any time. On such a call any other player may take hold of the hand of the calling player, thus saving him/her from being tagged. A player who is caught becomes it. (Harbin, p. 132)
Grade Level: 1-3, 4-6
Suggested L2 Use: **¡Corran!** (Run!), **¡Tócalo/la** (Touch him/her) **¡Socorro!** (Help!)

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Ann G. Bindner, Paullina Community School, Paullina, Iowa 51046

Governors Call for a Global Perspective

For the past year, a task force of governors has been investigating what it calls the "making America work" initiative. The final report, **Jobs, Growth and Competitiveness**, was released at the National Governors' Association meeting in Traverse City, MI on July 25th. In part, it asserted that "Not since the founding days of our nation have the states been so exposed to the competitive forces of international commerce." States and municipalities "must maintain an international perspective in all decisions, ranging from how we market our goods to how we educate our children.... In the final analysis, the best jobs, the largest markets, and the greatest profits will flow to the workers and firms that understand the world around them. In most cases we do not."

Among the specific proposals were the reinstatement of a foreign language proficiency requirement for admission to college, the restoration of geography as a distinct subject in the public school curriculum, the introduction of foreign language instruction in elementary schools, improvement of the international education of teachers, state-sponsored courses in international business for businesspeople, and cooperation, instead of competition, among the states in joint trade missions. The report was prepared under the leadership of Governors Gerald L. Baliles (D-VA), Terry E. Branstad, (R-IA), and Michael S. Dukakis (D-MA), who stated "we are laying the foundation for the future of America's domestic policy."

ACTFL Public Awareness Network Newsletter. Volume 6 (5).

Lieb Receives Outstanding Volunteer Award

Marge Lieb, volunteer FLES teacher in the Waverly-Shell Rock Community School District, has received notification from Terry E. Branstad, Governor of Iowa, that she has been selected by the Department of Education to receive an award for her outstanding volunteer service to the State of Iowa. Lieb organized the FLES program for the Waverly-Shell Rock schools together with the principals and Talented and Gifted coordinator. She developed the curriculum with which she currently teaches 800 students from preschool through fifth grade as a volunteer. Lieb meets each class in their regular classroom once or twice a week for a total of 30 minutes of instruction in Spanish per week. Lieb uses TPR activities, the Natural Approach methodology, songs, games, worksheets, storybooks, films, and slides among her classroom activities. Lieb explains her commitment to FLES:

> I have taught Spanish to groups ranging in age from four years to seventy, from elementary through junior and senior high school to adult classes. My experiences have convinced me that the elementary, even pre-elementary, school is the place to begin second-language learning. There is an eagerness, a spontaneity, and a lack of inhibition that needs to be captured and built on. Young children can and do learn to speak second language painlessly and retain what they have learned. They are able to more accurately reproduce sounds with more authenticity and less trauma than their older brothers and sisters.

It is clear that we are fortunate to have Marge Lieb as a FLES teacher here in Iowa! Congratulations to her for a well-deserved award.

Editor's Note: All persons interested or involved in elementary foreign language teaching are urged to send news items or articles to the editor. Submission deadline for the Fall 1988 issue is June 30, 1988.

Jointly funded by the College of Education and the College of Sciences and Humanities of Iowa State University, and the Iowa Department of Education

Published under the auspices of the Department of Foreign Languages and Literatures, Iowa State University

Marcia H. Rosenbusch, Editor
Iowa FLES Newsletter
300 Pearson Hall
Iowa State University
Ames, Iowa 50011

IOWA**FLES**NEWSLETTER
A newsletter for teachers of Foreign Language in the Elementary School.

Volume 4 Number 2 **Fall 1988**

Impressions from a Visit to an Immersion School

Last March I had the privilege of spending a half day at the Fifty-Fifth Street Spanish Immersion School in Milwaukee, Wisconsin. This was my first experience with immersion in action. I knew that the core curriculum would be presented in the target language. I did not expect to be totally immersed myself in the target language from the moment I walked into the building until I said my final thank-you's and good-bye's. On a walking tour of the building I was impressed by the volume of student work on exhibit. Wherever space allowed papers displayed the students' written language ability, from short sentences to more involved work on cultural awareness. Even the announcements on the bulletin board left little doubt as to the language spoken.

Being free to observe classes at my leisure, I chose to concentrate my time in a first-grade phonics class, a second-grade reading group, a fourth-grade science class, and fifth-grade math class.

The first graders were working in small groups learning to identify the ce sound in various words. The room was brightly decorated with various objects and their names. Student work was displayed with compliments from the teacher in the target language. I was pleasantly surprised to hear only Spanish spoken by the teacher, the aide, and the students working in small groups. The only English I occasionally heard spoken was by students working individually at their desks.

The second grade had just been given directions to read a poem about the sun. After doing so, the teacher asked the basic who, what, where, and when questions. The second graders had such mastery of the Spanish language that when a student was asked why he like the sun, he replied in Spanish that it would always be night if there were no sun and then he would not be able to play.

Students in the science class were testing for the presence of starch in various foods. The initial presentation by the teacher used Total Physical Response techniques familiar to many FLES instructors. The students were very attentive and were obviously comprehending the new concept and vocabulary as they discussed whether or not a food had starch and how they could determine its presence. Conversation both by the teacher and the students seemed natural and uninhibited.

The final class that I observed was the fifth grade math class. The topic was the adding of mixed compound fractions and reducing them to their lowest common denominators. The students showed their comprehension by performing at the blackboard and then discussing their work. All went smoothly until one obviously bright student got a little bored and started to make a few unsolicited comments to his neighbors regarding the appropriateness of an answer. Discipline was straight-forward and was administered in Spanish as were all the teacher comments. It was clear that students could no only perform academically in the target language but responded to discipline in the language. They even felt comfortable enough with the language to joke with one another.

Continued on page 5

The Editor Writes . . .

There are no immersion schools in Iowa, but in this issue of the newsletter you can "visit" one. Research on program types indicates that immersion schools are the best way to develop proficiency in a second language in a school setting. Shouldn't Iowans be considering immersion schools for their children?

The Fall IFLA Conference promises to be an excellent one. If you've never attended IFLA, make this one your first conference! You will have an opportunity to meet many dedicated FLES educators.

Attend the IFLA Conference this Fall

The Iowa Foreign Language Association's annual meeting will be held at the Memorial Union of the University of Iowa, Iowa City, on Friday, September 30 and Saturday, October 1. Registration will begin at 7:00 a.m. and a general session will be held from 8:30 - 10:00 a.m. at which the keynote speaker will be Gerald Ervin, Ohio State University. Sessions will continue from 10:30 to 5:20 and exhibits will be available from 8:30 - 5:00. On Saturday sessions begin at 8:00 and continue until 12:20 after which there will be a luncheon with a guest speaker.

There will be a number of excellent FLES sessions at the conference on both Friday and Saturday as well as other sessions of interest to all foreign language teachers. For example, on Saturday there will be a roundtable discussion concerning admissions and graduation requirements at Iowa's universities and private colleges, and later representatives of colleges will be available for consultation by language in an "Articulation Fair".

Sessions which were identified by presenters as focusing on FLES are the following:

"Oh, to Be a Kid Again, (Keeping the Element of Surprise in the FLES Classroom)", Marge Lieb, Waverly.

"Live, Learn, Love Spanish through Culture Hypothesis", Lueann Bregman, Dubuque.

"A Kaleidoscope of Ideas for Teaching One Concept Leaves Students Anticipating: 'What's Next?'", Toni Baugher, Ankeny.

"Manipulatives to Make and Take", Magdalena Mujica-Voy, Ankeny.

"Disguised Learning, Active FLES Games and TPR", Ann Bindner, Paullina.

"Organizing an Entire 12-week FLES Program in a One-Unit Approach", Chris Joslin, Des Moines.

"FLES Swap Shop", Donna Grundstad, Iowa City.

"The Rationale for FLES Methodology", Marcia Rosenbusch, Iowa State University.

"Practicum on Spanish Play Production", Rosemarie Van Dyck and Mario Soria, Drake University. (For high school or elementary school children. Preregistration required: write to Mario Soria, 111 Foreign Language Department, Meredith Hall, Drake University, Des Moines, IA 50311.)

For preregistration information contact:
Dr. Tom Douglass, Department of Spanish, 217 Schaeffer Hall, The University of Iowa, Iowa City, Iowa 52242.

New FLES Report Available

A 93-page report entitled So You Want to Have a FLES Program! has been prepared by the 1988 National FLES Commission of the American Association of Teachers of French (A.A.T.F.), Dr. Gladys Lipton, Chair. The report presents the views of the members of the 1988 Commission who are FLES practitioners.

Some of the issues discussed in the report are: beginning a FLES program (whether it is sequential FLES, FLEX, or Immersion), objectives, skills development, materials, immersion, supervision, program planning, teachers, evaluation, cautions, and accountability. Also included are the FLES Commission's Standards/Competencies for effective elementary school foreign language teachers. The report is available for $7.50 from A.A.T.F., 57 Armory Ave., Champaign, IL 61820. For more information about the work of the National FLES Commission, contact: **Dr. Gladys Lipton, UMBC-MLL, Catonsville, MD 21228, 301-455-2109.**

Branstad Appoints Commission

A Commission of Foreign Language and International Studies was appointed by Governor Branstad to gather information on the teaching of foreign languages and international education in Iowa. The Commission is chaired by Dr. Richard Remington of the University of Iowa and is composed of elementary, junior and senior high school teachers, college/university faculty, business and industry representatives, as well as interested citizens. The commission will evaluate how well the state has done in accomplishing the goals defined in 1983 Report of the Governor's Task Force on Foreign Language Studies and International Education, and will determine what still needs to be accomplished and the priorities for action.

The Commission will carry out its work through sub-committees which include the following:

Information - Develop a statewide campaign to coordinate and enhance the flow of information of foreign language study (FLS) and international education (IE), with particular attention to dissemination through academic counselors and appropriate state and private agencies and organizations.

Coordination and articulation - Develop recommendations for a coordinated statewide FLS and IE program, with particular attention to pilot programs in non-European languages and cultures, and programs using new developments in technology such as computer-assisted instruction and telecommunications. Work on ways to enhance collaboration and cooperation at all transition points in the educational process, so that students will have opportunities to improve their skills as they advance through the system.

Teacher Education - Develop recommendations for promoting FLS and IE in the preparation, certification, and continuing education of teachers, with particular attention to the development of a special certification program recognizing fluency and proficiency in a foreign language.

Business and economic development - Develop closer and more productive relationships between educational programs and the business community, and assess specific needs of the business community related to FLS and IE.

International Exchange - Work with appropriate state and private agencies to promote international exchange programs between sister cities and among educational institutions and individuals.

Continued on page 5

Extracurricular FLES: Motivating the Students

Teaching in an extracurricular FLES program can be very rewarding; it can also be very challenging. Special problems can arise due to the extracurricular nature of such programs. For example, some of the difficulties that I have found with my two after-school classes are related to the children being tired and hungry, and to the fact that many of these students have other after-school activities on other days--thus filling up their week. Most of the children really liked and wanted to be in class, but the motivation of even the most enthusiastic and eager child could be affected by some of these factors on some days. It was hard for them to be in the proper frame of mind to learn a foreign language or anything else.

I also think that the setting or the physical location in which some extracurricular FLES programs are held sometimes adds to the problems of keeping the students' interest and giving credibility to the fact that this is a class and not just a fun and games program. In the past I had ten students crammed into a very small room, which makes it hard to do many activities needed for successful FLES learning. It is a challenge to motivate students to learn and keep them from being distracted by such things as pianos, music stands, and band instruments left in the room (they especially liked the drums left there one day).

As part of my requirement for FLES certification preparation at Iowa State University, I observed elementary school classroom teachers in action. Some of the ideas that I got from my observations for dealing with misbehavior worked. During one of my first observations, the teacher had two squares drawn at the top of the blackboard, one for the locker side of the room and one for the window side of the room. If a student blurted out something or misbehaved, the teacher put a check in the square for his side of the room. If a certain number of checks were in either of the squares, that side of the room lost a certain amount of recess time. The way that I adapted this to my after-school FLES classes was a little different, but effective. I just used one square for the whole class. Since we don't have recess, I had to find something to motivate them to avoid getting checks in the square. For my beginning Spanish class, which has just third and fourth graders, I found that the threat of assigned seats worked. In my advanced class, they would lose playing some of the very active games that I saved for near the end of class time. They really loved playing these games and really tried to avoid getting checks.

Other little but effective ideas for dealing with disruptive or misbehaving students that I got from classroom observations were also very helpful. Some of the teachers, as they were walking around the room, would just touch the shoulder of a student who was not doing something in line with classroom rules. Or, as a teacher was speaking or giving directions, he would say a child's name to let the child know that he was aware of what was going on, without drawing attention to some negative behavior. It sounded like the teacher was speaking to that particular child about the directions, but both the teacher and the student knew what was meant by it.

Many of the teachers that I observed were constantly praising good workers and good behavior. I really made an effort to do the same, instead of always calling attention to the negative. For example, we go across the hall to a larger room for our guest speakers and special activities. My students usually are very well-behaved, and I am always careful to tell them how much I appreciate their effort.

A method that I came up with for encouraging the children to follow the class rules was a system of putting everyone's name on the board followed by six vertical lines. If a child did something she was not supposed to do, I erased one of the lines beside her name. At the end of class, the children got one jellybean or M&M for the number of lines that each still had beside his or her name. I would usually use this system on the last of the two days a week the class met. The students responded to this very well. They even wanted to do it on both days of the week. I am really not in favor of giving students a lot of candy because as a parent, I don't appreciate teachers giving my son a lot of candy during school time. Since I only did this one class period a week for only a few weeks, I hoped six jellybeans wouldn't hurt much.

There were some motivational techniques that I saw teachers use during my observations that I felt would work in my FLES classrooms. One that I especially liked and that I immediately used in all my classes was observed in a fourth grade reading class. It involved putting the chairs in a circle rather than a semicircle with the teacher at the front. In this fourth grade reading class I sensed a warm and relaxed atmosphere. When these fourth grade children were sitting in a circle with their teacher a part of the circle, everyone seemed anxious to be part of the group and to participate. I think that the arrangement of chairs as well as the teacher's warmth and sincerity toward her students had a lot to do with the atmosphere.

Another technique I was reminded of during an observation was something I had participated in as a student, but hadn't thought of applying to FLES until seeing it in this fourth grade classroom. These fourth graders were so excited because they were having a spelling bee. I have many fourth graders and I felt that they, plus my other students, would enjoy a "flashcard bee". By this time even the Spanish I classes had learned many vocabulary words for which I had flashcards. I was right, all my classes loved it. Even when a child missed and had to sit down, he remained interested in the game because I showed the flashcard to everyone, even those sitting down. The students would often ask to play this game and it was such a good way to review all of the past vocabulary words.

Continued on page 5

Iowa FLES Teachers Prepared at Two Summer Institutes

Drake University

The Drake Summer Institute of Foreign Languages consisted of one eight-week session from June 6 to July 29 for twenty-five students. Students met five days per week from 6:00 a.m. to 4:00 p.m. Participants were selected from teacher applicants who needed conversational training and/or certification to teach foreign languages in elementary grades and in seventh grade exploratory programs.

The Institute focused on intensive spoken use of French, German, and Spanish to upgrade teachers' oral comprehension and conversational skills; on increasing cultural content knowledge; on preparing curriculum materials for use in local class rooms; on interactions between participants; and on using outside resources to emphasize verbal acuity in a foreign language.

The program included eight weeks of intensive language usage for upgrading conversational skills; five weeks of a practicum in Drake University's long-established Foreign Language for the Young (FLY) summer school; and three weeks of child development classes. Because children in Foreign Language for the Young were divided into groups ages 3-5, 6-10, and 11-14, participants were exposed to teaching situations unique to different age groups and learned how to modify their language teaching techniques and materials to the levels of the students. While taking part in the children's summer school, in the practicum and in the classes, teacher participants spoke a foreign language several hours per day, learned appropriate methodology, and practiced teaching skills for K-6 and seventh grade exploratory foreign language teaching.

Participants in the Institute were:

Gary Eslick, Story City
Terese Grant, Grinnell
Vicki Reynoldson Kimes, Osceola
Eleanor Gambs, Neola
Pat Sisson, Primghar
Roselyn Harbart, Johnston
Sherry Winters, Urbandale
Janice Carlton, Carson
Jill Roeder, West Union
Linda Collins, Montpelier, France
Elaine Christensen, Des Moines
Kim Glandorf, Williamsburg
Nick Hoffmann, Walnut
Ray Griffith, Hawarden
Paris Sangrene, Ankeny
Joseph Preston, Muscatine
Janette Gruber, Bode
Maxine Solbach, Algona
Linda Rodriguez, Des Moines
Sue Marcucci, Des Moines
Joan Pace, Ankeny
Larry Pace, Colfax
Brenda Dobbs, Grinnell
Gloria Leventhal, Des Moines
John Leo, Des Moines
Barry E. Ferguson, Des Moines.

Dr. R. Van Dyck, Project Director, Summer Institute of Foreign Languages, Foreign Language Department, Drake University, Des Moines, IA 50311

Iowa State University

Iowa State University offered its second Summer FLES Institute from June 13 through July 8 at which fifteen Iowa secondary foreign language teachers received training to teach foreign languages at the elementary school level. A grant for the Institute was awarded to Dr. Marcia Rosenbusch, Director of the Institute, by the State Board of Regents through funds from Iowa Title II Education for Economic Security Act of 1984. The grant paid the registration fees and a stipend for each participant plus all other costs of the Institute.

The teachers received 5 semester hours of graduate credit: 3 for a course in the methods of teaching FLES at the elementary school level and 2 for a course in the growth, development, and guidance of the elementary school child. As part of the requirements for their two courses, participants observed and taught in the children's foreign language classes which were part of the Institute. Children were organized by age and language preference into three classes: French (7-9 years old), German (9-12), and Spanish (5-7). Lead teachers for the classes were: Kendall Burns, Ankeny - French; Helga Olson, Ankeny - German; and Marcia Rosenbusch - Spanish. For the FLES Methods course, participants prepared a written project on a FLES education topic of their choice in which they applied their learnings on theory, research, and methodology.

Participants will complete the requirements for FLES certification by student teaching in their home schools during the 1988-89 school year as part of the 3 semester hours of graduate credit in student teaching.

Participants in this summer's Institute were:

Trudy Arrieta, Omaha, NE *
Jeanette Borich, Ankeny
Guadalupe Calleroz, Omaha, NE *
Elizabeth Daza, Ames
Marianne Fuchsen, Spencer
Charlene Fulton, Cherokee
Jillane Johnson, Storm Lake
Jane Klaver, Webster City
Connie Smith, Huxley
Mary Steinbeck, Hartley
Catherine Stone, Ogden
Alicia Van Bergen, Ames
Linda Welander, Emmetsburg
Shirley Welander, Pomeroy
Linda Wilson, Grandview
*Teaches at Council Bluffs, IA

Dr. Marcia Rosenbusch, Director, Summer FLES Institute, Dept. of Foreign Languages and Literatures, Iowa State University, Ames, IA 50011

Immersion School from Page 1

A question kept recurring in my mind. These students were obviously performing well in Spanish, but were they able to perform competitively in the English language? I was pleased to learn that it is a policy of the school to administer the Metropolitan Readiness Test in kindergarten and the Iowa Test of Basic Skills in all other grades each spring. The May 1987 results are included here for the second and fifth grades in the areas of reading, vocabulary, and math. The students are compared to both the national and city norms.

Grade 2*	Reading			Vocabulary			Math Total		
	55th	City	Nat'l	55th	City	Nat'l	55th	City	Nat'l
Above Avrg	36	21	23	47	17	32	65	35	23
Average	62	53	54	53	64	54	35	53	54
Below Avrg	2	26	23	0	19	23	0	12	23
Grade 5	**Reading**			**Vocabulary**			**Math Total**		
	55th	City	Nat'l	55th	City	Nat'l	55th	City	Nat'l
Above Avrg	41	14	23	23	15	23	36	24	23
Average	59	64	54	77	67	54	59	61	54
Below Avrg	0	22	23	0	18	23	5	15	23

*Gr. 2 has only 1/2 hour of English per day

Note. From Milwaukee Public Schools Spanish Immersion Program, Fifty-Fifth Street School by Jeanne Hochstatler, Principal, 2765 S. Fifty-Fifth Street, Milwaukee, WI 53219-3269.

The results are impressive, especially when you know that academically, the student body is a socioeconomic cross-section of the Milwaukee area. Parents apply for admission, but selection is on a lottery basis. Students begin their study of the English language in the second grade, with one-half hour per day. Each year the time is gradually increased until they are receiving a half day of English instruction in the fifth grade.

After my day at the immersion school, I have spent time reflecting on what I saw. Students were bilingual in the fifth grade; they were comfortable instead of confused when surrounded by the written and spoken Spanish in the lower elementary grades. Students did not come from primarily Spanish-speaking homes, nor were they from a particular socioeconomic group. They were out-performing their peers in nonimmersion schools. I concluded that the reason for the success was due in part to the way the language is taught. Students learned the second language through a natural process. Time spend in language learning, I am sure, is a factor; however, with role models in the halls, on the playground, and in the lunch room there is a natural element to the language that vocabulary lists and memorized dialogues cannot provide.

As a result of this visit I will be making some changes in my language instruction. I will attempt to create my own "immersion" classes whether they be a 20-minute or an hour class. In doing so, I believe I will be of greater service to my students by surrounding them with the verbal, written, and cultural elements of the language.

For more information on immersion contact the French, German, or Spanish schools in Milwaukee, Wisconsin:

French Immersion School
Jane Misslich, Program Implementator
3575 South 88th Street, (414) 327-7052.
German Immersion School
Mary Buchert, Program Implementator
3778 North 82nd Street, (414) 464-2500.

Spanish Immersion School
Jan Swan, Program Implementator
2765 South 55th Street, (414) 327-5780.

Mary Stimmel, 2014 44th Street, Des Moines, Iowa 50310

Commission from Page 2

Steering Committee - Determine which recommendations of the Task Force can be implemented relatively promptly so that progress can be made within the next year. Make specific plans for implementing other recommendations over a more extended period of time. Coordinate development of any additional recommendations deemed necessary by the Commission. Set goals, priorities, and timetables.

Commission members who are involved in FLES education are: Toni Baugher, Ankeny; Donna Grundstad, Iowa City; Magdalena Voy, Ankeny; Doris O'Malley, Des Moines; Richard Seufert, Atlantic; Susan Turner, Cedar Rapids.

Extracurricular FLES from Page 3

Another quick but helpful technique that I learned from this same teacher involved helping me keep track of who had won stickers in games. Sometimes I had the students divided into three groups playing three different games in Spanish. I didn't want to give them stickers during class because that would be a distraction for them. I had them write their names on the board, if they had won, as this teacher had done after the spelling bee was over and she wanted the winners noted.

During one of my classroom observations, the teacher had little squares of paper, which she gave to students (putting their initials on the square) for each assignment on which they had gotten a grade of 100%. When a child had collected seven squares, she could turn them in for a cookie. I decided to try this with my Spanish IV class, to motivate them to speak in complete sentences. I used 3 x 5 index cards with the students' names on them. At certain times during class, the students knew that I was scoring them on speaking in a complete sentence. If they said the response in a complete, correct sentence, loud enough for me to hear them, they got a line by their name. When they got seven lines, they earned a cookie. They were always anxious to know how many lines they had each day.

One technique that I found useful when I gave my unit evaluation for the telling of time I observed in a class taking a spelling test. In the room that I use we have two tables that seat six students each, fairly close together. For the evaluation, I wanted to know how well each child had learned the unit and it would have been easy for the children to copy answers. During the spelling test that I observed, the teacher had the students cover their answers with a coversheet. It was such a simple solution to my problem.

Continued on page 6

AATG Encourages German FLES

The American Association of Teachers of German (AATG) held a spring leadership conference in the Goethe Institute in Chicago on May 14, 1988. The conference focused on a new project called "Kinder Lernen Deutsch," which was developed by Carol A. Pesola, Helena Anderson Curtain, and Helene Zimmer-Lowe, executive director of AATG. This project was designed to stimulate interest in the learning and the teaching of German at the elementary school level. Participants in the conference represented a wide variety of educators and administrators from across the nation.

The first goal of the conference was to view and discuss preliminary tabulations of a survey sent to all AATG members concerning current elementary school German programs. The survey obtained statistic as well as opinions on what is needed to promote German at this level. The 118 respondents reported that the greatest need was materials appropriate to this age level. Other significant needs were: qualified and certified teachers; increased numbers of students; and administrative support. The AATG will use the results from this survey to help plan future projects for the "Kinder Lernen Deutsch" (KLD) program. Results from this survey will be published by AATG at a later date.

The second goal of the conference was to review and revise the KLD proposals for 1988-1989. Minor changes were made in several areas, but the basic components of the project were approved. Included in these goals are the compilation and publication of an annotated list of materials, texts, planning guides, lesson plans, and curriculum guides that are available worldwide. After the compilation of materials is made and analyzed, grants will be awarded to qualified educators to produce new material in areas which are deemed lacking. The materials list will be made available to AATG members, the organization newsletter, and to other interested parties.

Plans are being made to host several weekend workshops throughout the United States to encourage interest in the retraining of secondary teachers for the elementary level. In addition, ten planning grants of $1000 will be awarded on a competitive basis to school districts interested in beginning a German elementary program. The final component of the program will be to produce a brochure for students, teachers, and administrators to promote the learning of German.

The final segment of the conference was used to discuss specific actions to promote the KLD program. This included articulation of elementary and secondary programs; the dissemination of the KLD survey results; the establishment of a pool of teachers interested in KLD; the identification of a network of KLD representatives from each state or region; the development of teacher in- and pre-service programs, and the development of public relation needs and strategies. Specific schools were identified as model programs. Milwaukee, Wisconsin; Ferndale, Michigan; and Iowa City, Iowa; were designated as model programs for Immersion schools, FLES, and FLEX programs, respectively. Representatives for Saturday school, Waldorf school, before after school, and international school programs have yet to be named. These model programs will be invited to describe their curriculum, materials, target audience, costs, hours, parental involvements, successes, and pitfalls. Educators were also encouraged to submit articles pertaining to elementary instruction to the AATG newsletter and to **Unterrichtspraxis.**

In the area of teaching German at the elementary level, the AATG's foremost goal is to avoid the mistakes of similar programs that bloomed and died out in the 1950s and 1960s. Citing unrealistic expectations and unclear goals as major contributors to the cessation of interest in elementary foreign language learning in those decades, the KLD project hopes to foster interest once again by promoting well-researched and well-planned programs. Using the Wingspread Conference on foreign language learning as a guide, the KLD project hopes to encourage quality elementary German programs through the training and retraining of teachers and the gathering of appropriate materials, as well as through increasing public awareness of the benefits of elementary language learning.

Chris Joslin, 2612 - 38th Street, Des Moines, IA 50310

Extracurricular FLES from Page 5

Some ideas that I came up with to motivate students relate to things that I learned in the child development class that I had as part of my FLES certification training. We learned that children are more interested in something if you can relate it to them or to their everyday lives. When I taught the word bicycle, for instance, after they saw the picture and heard the word, I asked individual students, in Spanish, if they had a bicycle and what color their bicycle is. They all had their hands up and couldn't wait to tell me, in Spanish, about their bicycle. I did the same thing with my Spanish IV class when I was teaching them the verb "to wash". I asked them, in Spanish, if they had a dog and if they washed their dog. I also asked some if they washed the dishes.

In my Spanish IV class, which is a challenge to motivate, I instituted the **word of the day.** In the previous class period I tell them what **la palabra del día** (the word of the day) is for the next class period. It has worked great--I hear them in the hall before class discussing what the **word of the day** is; and if they remembered it. At first, I used words that they were having trouble remembering, like **el paraguas** (the umbrella), or some of the weather vocabulary that they weren't excited to remember. Later I used new material, even phrases. One day when they were taught **hablo inglés/español/chino/francés** (I speak English/Spanish/Chinese/French, etc.), they had to tell me the next class period that expression. When a student was able to tell me the word of the day, he received a sticker.

I was also having trouble motivating this class to learn the professions and places of the city. I decided to make a skit for them to participate in that included all the target vocabulary. I typed up the skit and made cards out of colored cardboard with names of the roles that they

Continued on page 8

FLES Reviews . . .

Reviews of literature and materials of interest to FLES teachers will be included in each issue. Although the reviews have been divided into French, German, and Spanish, you will find material of interest to all FLES teachers in each section as well as language specific material. **If you are acquainted with FLES materials, books or articles that would be of interest to other FLES teachers please send information about them to the appropriate reviewer.** If these materials are not available in your public library you can request them on interlibrary loan. Addresses and telephone numbers are included when possible for commercially available materials.

FRENCH: Donna Grundstad, 1814 Flatiron Avenue, Iowa City, Iowa 52240.
GERMAN: Roberta Graber Ross, 1411 Curtiss Avenue, Ames, Iowa 50010.
SPANISH: Elena Vega, 140H University Village, Ames, Iowa 50010.

FRENCH FLES

Bishop, D.S. (1978). Fables Bilingues: La Tortue et le lièvre. Lincolnwood, IL: National Textbook.

The well-known fable of the Tortoise and the Hare is presented in French in the first half of the book and then in English in the second half. The humorous illustrations are the same for each language and provide a useful reference for the reader.

Obadia, A., Orfali, G., & McKinnon, L. (1986). Pirouli: Heath Primary French Program. Canada (town not given): D.C. Heath Canada, Ltd.

The Heath Primary French Program is designed for grades K-3. The kit includes two teacher's guides (one in French and one in English), which contain lesson plans, student activity pages, and student evaluation sheets; seven cassette tapes; "Pirouli" the hand puppet; and over 90 flash cards (11" by 17") printed on both sides. The program is very well organized and would be easily implemented. The lesson plans are complete and easy to follow. The tapes are of high quality and include children's voices. The pictures on the flash cards are beautiful and of interest to children. They are used to illustrate stories as well as to practice vocabulary. The emphasis of the program is on speaking and listening.

Rius, M., Parramon, J.M. & Puig, J.J. (1984). Les Cinq Sens. Paris: Bordas.

Les Cinq Sens is a series of five books, one on each of the senses: La Vue, L'Ouie, L'Odorat, Le Toucher, and Le Goût. The text is natural and simple, with illustrations that do an outstanding job of conveying meaning and expanding the text as well. These books can be purchased through National Textbook Company, although they do not appear in the catalog.

GERMAN FLES

Eisenberger, E. & Elstner, W. (1976). Wir wollen gute Sätze bauen. 3. Teil (8th ed.). Vienna: Jugend und Volk Verlagsges m.b.H.

The third part of this series emphasizes adjectives. Opposites are illustrated and practiced on 29 pages; comparison of adjectives on 21 pages; and comparison with "als" and "wie" on four pages. They included teacher's guide also discusses how to introduce and practice adjective endings using the material in this book.

Lohfert, W. (Ed.). (1988). Treffpunkt Deutsch 1/1988. New York: Goethe House.

This new publication for German teachers in Canada and the USA is one result of the Goethe Institute's increased support of the study of German in North America. This first issue includes samples of texts and teaching methods, "Landeskunde" information, ideas for increasing German enrollment, and mini-reviews of books on the best-seller list in Germany. The second issue is planned for Fall, 1988.

SPANISH FLES

Plum, K.R. (1984). Elementary Foreign Language Guide to Resources. Falls Church, Virginia: Fairfax County Public Schools, 7510 Lisle Avenue, Falls Church, VA 22043.

This booklet outlines "a program of studies" or basic content to be covered in the Spanish, French, and German FLES programs. Games, activities, cultural information, songs, suggestions for implementations, and sample lesson plans are provided. Published materials, resources, and resource suppliers are listed.

Jones, J., Eggers, S., Martin, R.A., & Strasheim, L.A. (1982). Introducing young children to Spanish: Kindergarten through third grade. Foreign Language Consultant, Indiana Department of Public Instruction, Division of Instruction, State House, Room 229, Indianapolis, IN 46204; Foreign Language Specialist, Oklahoma State Department of Education, Curriculum Section, 2500 N. Lincoln Boulevard, Oklahoma City, OK 73105.

This publication was a joint project of the Indiana Department of Public Instruction and the Oklahoma State Department of Education. It is similar to the Texas guidebook, but it is divided into different topics, such as colors, numbers, and body parts with detailed lesson plans for each topic.

Corvalan, O. (1960). Vamos a Cantar. New York: Folkway Records/Scholastic Records.

This is a recording of seventeen songs in Spanish. There is a transcription with all the words to the songs and notes about the country of origin of each song.

Extracurricular FLES from Page 6

were to be: the doctor, dentist, sons and daughters, zoo animals, etc. The cards were on yarn so they could be hung around their necks. Also, I made cards for the zoo, the hospital, the dentist office, and the two families' houses. I was the narrator and much of the other vocabulary in the skit was words that they knew. I read the skit and told them what to repeat when I got to their part. They really enjoyed it--especially because I brought lots of dress-up clothes for them to wear. I had assigned the different parts to each student. After we had done the skit, they wanted to do it again, taking different parts. I let them do that during the next class period. Then we got the ideas to practice the skit and perform it for the other Spanish classes and parents.

There are many ways the teacher can deal with the special challenges of extracurricular FLES programs and motivate the students to learn. I have really enjoyed teaching in extracurricular FLES for the past five years and have found it to be very rewarding. I am a firm believer in learning a second language in early childhood, whether in a curricular or an extracurricular program.

Sue Neller, 1002 NW Greenwood Street, Ankeny, Iowa 50002

Editor's Note: All persons interested or involved in elementary foreign language teaching are urged to send news items or articles to the editor. Submission deadline for the Winter 1989 issue is November 1, 1988.

Jointly funded by the College of Education and the College of Sciences and Humanities of Iowa State University, and the Iowa Department of Education

Published under the auspices of the Department of Foreign Languages and Literatures, Iowa State University

Marcia H. Rosenbusch, Editor
Iowa FLES Newsletter
300 Pearson Hall
Iowa State University
Ames, Iowa 50011

IOWA**FLES**NEWSLETTER
A newsletter for teachers of Foreign Language in the Elementary School.

Volume 4, Number 3 **Winter 1989**

Iowa Elementary School Foreign Language Programs: A Report on the Current Status

Elementary school foreign language programs in Iowa have had a unique situation during the past three years: funding has been available for the planning and implementation of curricular programs, and summer teacher training workshops have been held in preparation for the new teacher certification guidelines that were established in October 1988. Whether these changes have had an impact on foreign language teaching in the elementary school is an interesting question. Also, now that the results of a national survey of foreign language programs in the elementary school are available, how Iowa programs compare with the national trends is of interest. The purpose of this study is to examine the current status of Iowa elementary school foreign language programs and compare this information with the results of a survey of Iowa 1985-86 programs reported by Rosenbusch (1986), as well as with a national survey of 1986-87 programs reported by Rhodes and Oxford (1987, 1988).

METHODS

Because statistics on the teaching of foreign languages in the elementary school are not reported to the Iowa Department of Education, a questionnaire was prepared to determine the nature of elementary school foreign language programs in Iowa during the 1987-88 school year. The 3-page questionnaire was adapted from the previous national and Iowa questionnaires. The questionnaire was printed in the winter issue of the 1988 Iowa FLES Newsletter and two direct mailings were made of the questionnaire and an introductory letter (in May and September, 1988) to FLES programs identified by the Iowa Foreign Language Consultant. Telephone calls were made to programs in November to finalize the return of questionnaires. It is likely that some Iowa elementary school foreign language programs are unknown beyond their own communities, but of the 39 programs that were identified, there was a 97% return rate of the questionnaire.

RESULTS

Program Characteristics

Forty public school districts were reported as having elementary school foreign language programs. In addition, one program is offered in a nonpublic school, one through a community education program, one through a community college, and two are offered through universities. Questionnaires were received from 38 programs, three of which function in more than one school district: two programs each offer classes in two school districts and the third program offers classes in six school districts. The program that serves six school districts teaches the language through instructional television on a one-way video, two-way audio system. This program is the only one of its type in Iowa. Programs are now located in all 15 Area Educational Agencies (AEA) of the state except AEA 12, compared to location in just 7 AEA's in 1985-86. More programs, however, are found in the central part of the state (18 programs) than any other area and the west has the least number of programs (2 programs).

The national survey reports that of the 5% stratified random sample of elementary schools in the US, approximately one-fifth (22%) offered foreign language classes. Currently in Iowa 9% of the public school districts have elementary school foreign language classes up from 4% in 1985-86. The approximate elementary school student enrollment in the public school districts that have foreign language programs varies from 70 to 9,338 with a middle value (median) of 335 (and a mean of 1350).

The total number of students estimated to be studying a foreign language in the elementary school in the 1985-86 Iowa survey was 2,300. In the current survey the total number of students is 7,693. There are over three times more students

Continued on page 4

FLES Educator of the Year Announced

Magdalena Mujica Voy of Edmund's Academy of Fine Arts, Des Moines, was named Iowa Foreign Language Educator of the Year for the FLES level at the Iowa Foreign Language Association's annual meeting in Iowa city, October, 1988. Maggie currently teaches grades one through five on a daily basis in the Edmund's FLES program, coordinating the teaching of Spanish with the children's other subject matter areas. Maggie incorporates music, movement, and art into her program and teaches children to have an appreciation of Latin American culture and an awareness of the Spanish influence in their own country.

Maggie has served as a charter board member and a teacher in the Ankeny Foreign Language Association and on the Ankeny Community Schools Foreign Language Study Commission. She also has served on the Iowa Sister State Committee, the Des Moines Sister City Commission, and the Governor's Commission on Foreign Language Studies and International Education. Maggie attended the Drake University Foreign Language for the Young program and has attended Iowa FLES Methods Workshops at Iowa State University.

February FLES Workshop Demonstrates Natural Approach

At the Spring Iowa FLES Workshop FLES teachers will share with their colleagues teaching activities and materials that utilize the Natural Approach. This method of teaching a foreign language focuses on communication of real messages and utilizes the second language much more extensively than traditional methods. Instead of viewing demonstrations of activities, participants will experience the activities as "students" in the classroom. Participants will attend sessions not only in their own second language, but in all three languages (French, German, and Spanish) in order to experience the Natural Approach method in an unknown language as does the child.

The activities taught will illustrate a rich variety of topics and techniques. Among them will be: culture-based activities including foods, folk art, and religious customs through which children experience the culture and customs of the target country and compare and contrast that culture with their own; songs, games, and folk dance; reading a storybook and using a variety of activities to extend the learnings; innovative approaches to teaching the traditional topics of clothing and body parts; and a fantasy trip to the zoo. Presenters of the workshop will be teachers who participated in the 1988 Iowa State University Summer FLES Institute and who developed and taught the workshop activities in the Institute's foreign language classes for children.

The Spring FLES Workshop will be held Saturday, February 18, 1989, from 9:00 to 4:00 at the Scheman Continuing Education Building, Iowa State University. The cost of $30/participant for the workshop is being provided by funding from the Iowa Department of Education, Paul Hoekstra, Foreign Language Consultant. This funding includes a buffet lunch, snack, and workshop materials.

Pre-registration for the workshop is required and participation will be limited to 60 persons. Registration forms can be obtained from: **Deb Schmidt, 102 Scheman, Iowa State University, Ames, Iowa** 50011, (515)-294-5961.

Popular Texas Presenter Returns to Iowa

Conference participants at the Fall 1988 IFLA Conference were so enthusiastic about two presentations made by Carol Stacy, a Spanish teacher from Newman Smith High School, Carrollton, Texas, that they requested she be invited back to Iowa for an all-day conference. Stacy has agreed to return to Iowa to present a conference on Saturday, April 1, 1989, from 9:00 to 4:00 at Iowa State University's Scheman Continuing Education Center.

Stacy will demonstrate methodology for foreign language instruction relevant for FLES through college in a creative and lively presentation. She will utilize techniques of building a context reality in the classroom that will provide the focus and topic for both language and cultural content and a hidden grammatical agenda. Stacy makes the language come alive for her students by involving them actively in this context reality.

Registration will be limited to 100 participants and pre-registration is required. The $25 fee for participants in the workshop will be paid by a grant from Paul Hoekstra, Foreign Language Consultant, Iowa Department of Education. Participants will be provided lunch. Workshop sponsors, Walter Chatfield and Marcia Rosenbusch, Department of Foreign Languages and Literatures, ISU, encourage FLES, middle school, and high school teachers from a school district to attend the workshop together since the methodology demonstrated will be relevant to all three levels and can provide the basis for discussion of articulation among levels.

For registration information contact: **Deb Schmidt, Conference Services, 102 Scheman, Iowa State University, Ames, IA** 50011, (515) 294-5961.

The Rationale for Elementary School Foreign Language Programs

There have been numerous research studies in the past ten years on the acquisition of language, both native and second language, and its effect on the cognitive development of the pre-adolescent child. It has been generally agreed by linguists, psychologists, and educators that the ages from 4 to 12 are "prime time" for foreign language learning because of children's psychological readiness, oral flexibility, aural memory capacity, and natural curiosity about other cultures (Medlin, 1979). To achieve any measure of communicative competence during formal K-12 schooling, language study must begin early. The findings published in A Nation at Risk (1983) indicate: "achieving proficiency in a foreign language ordinarily requires from four to six years of study and should, therefore, be started in the elementary grades." The President's Commission on Foreign Language and International Studies (1980) urges "school systems to encourage all students to master at least one foreign language and, ideally, to acquire a second. We also urge that language study begin in the early grades but note that its effectiveness depends upon the time devoted to it, a manageable class size, a supportive atmosphere, well-trained teachers and the careful integration of early language instruction with higher levels of study".

Our own Iowa Governor's Task Force on Foreign Language Studies and International Education (1983) recommends that we promote a comprehensive foreign language and international studies program that extends from kindergarten through college. The principles of development should include "sustained and uninterrupted sequences to study. . ." and "in providing this opportunity, the state should take advantage of the fact that readiness to accept cultural diversity and to acquire a second language is particularly strong at the elementary grade levels". The primary school pupil is the ideal target for foreign language instruction since the child is at a stage in linguistic development when communicative skills are of utmost importance--he has a natural desire to explore his world through language (Macaulay, 1980).

The Iowa Governor's Task Force (1983) further recommends that all language courses be taught from a global perspective and "should stress that foreign language learning is an essential part of the curriculum. . .and that is is complementary to studies in English. . .speech. . .and social studies". A standard on the inclusion of a global perspective in the curriculum will be mandated for each Iowa school district by the 1989-90 school year. There could be no better beginning for the integration of global education than the introduction of foreign language at an early age. Research has indicated that after the age of 10 or 11, the social attitudes of young people are less open to change and are more rigid (Cooper, 1965). The age period before 10 is particularly open to intercultural input, since children have not yet developed preconceptions and rigid stereotypes about other cultures (Carpenter & Torney, 1973). If we fail to give children a multicultural perspective when their minds are open, we may be fostering a loss of identity and greater conflict among ethnic groups. Children who are allowed to follow a single "tunnel vision" system of thought may soon become frustrated. Cultural pluralism is the freedom to know and choose whichever values or ways of life are fulfilling to self--a chance to find the real self (Carpenter & Torney, 1973). It is probable the through learning another language and culture people become more effective problem solvers and are closer to achieving solutions to pressing social problems because of an increased awareness of a wider set of options (Weatherford, 1986).

I think the most important consideration in the decision to make foreign language a part of core curriculum is the voluminous accumulation of research indicating that the child's cognitive and psychological development is positively influenced by foreign language study. Foreign language study necessitates the acquisition of new learning strategies because it is foreign; basic to preparation for a changing world is the development of abilities to meet new challenges (Barkin, 1982). Piaget, the mentor psychologist of educators, said that the major thrust of cognitive development is realized when one comes into contact with ideas or experiences that are in conflict with one's existing ideas (Carpenter & Torney, 1973). To take that one step further, a recent study comparing control groups of children, ages 4-12, who had no exposure to foreign language study with groups who had a systematic and consistent language experience, showed significant gains in basic skills as well as in higher order thinking skills. Specifically, in the final report from a study of 1985 Louisiana Basic Skills Tests it was determined that "regardless of their race, sex, or academic level, students in foreign language classes outperformed those who were not taking foreign language on the 3rd, 4th, and 5th grade language arts sections" (Rafferty, 1986). Other research shows that "elementary school children who are learning a second language scored significantly higher than children of similar socioeconomic/intellectual backgrounds on the Torrance Tests of Creative Thinking" (Landry, 1973).

Other linguists and psychologists are addressing the development of higher order thinking skills. W.E. Lambert (1981) observed that exposure to a second language early in a child's life or schooling, increases his awareness that a word and the thing it represents are independent entities--a level of abstraction not otherwise easily reached. Most recently a report from the Center for Applied Linguistics states that "because children are cognitively, affectively and socially more flexible than adolescents or adults, they are naturally more

Continued on page 8

Report from Page 1

studying a foreign language now than at the time of the previous survey. The smallest program reported an enrollment of 11 students and the largest, 1,208 students. More programs teach students in fifth grade than any other grade, followed by fourth, third, sixth, second, first, and kindergarten.

An important finding of this survey compared to the 1985-86 Iowa survey is the change from predominately extracurricular programs (uses the school building but the classes meet outside of the school day) to curricular programs (part of the regular school curriculum). In the 1985-86 Iowa survey over half (58%) of the programs were reported to be extracurricular of which 50% were funded by children's fees. In the current survey almost two-thirds (66%) of the programs are curricular and less than one-third (29%) are extracurricular. The remaining programs provide combinations of extracurricular and curricular classes. Iowa has come much closer in the past three years to the level of curricular programs that is reported nationally (89%).

Teacher Preparation

Because the new certification guidelines for elementary school teachers did not go into effect until after this 1987-1988 survey was completed, respondents appear to have interpreted the question on the number of teachers that have elementary school certification in three ways: 1) they responded affirmatively if the teachers had certification under the guidelines then in place (elementary school certification plus 20 hours of foreign language instruction), 2) they responded affirmatively if the teachers had completed or were in the process of completing training to meet the new certification guidelines, or 3) they responded negatively if the teachers had received or completed training for the new guidelines. Thus, teachers that were reported to be FLES certified (11%) is not a dependable statistic.

Besides the 11% previously discussed, in Iowa the 208 teachers of elementary school foreign language programs include: certified secondary school foreign language teachers (23%), native speakers without certification (27%), elementary school certified teachers without foreign language certification (3%), and high school/college students who are not native speakers of the language (39%). It should be noted that of the 82 high school/college students used as teachers, nine programs use a total of 45 teachers (with a range of 1 to 16 teachers) and one program uses 40 high school students. When those 40 students are excluded from the percentage of high school/college teachers, the percentage decreases from the 39% indicated previously to a more representative 20%. (Note: Because categories were not mutually exclusive, the percentages total more than 100%).

Languages Taught

The two most commonly taught languages in this survey are the same as reported in the national survey and in the previous Iowa survey, but the less commonly taught languages vary (see Figure 1). In Iowa in 1987-88 the most commonly taught languages were Spanish (82%), French (45%), and German (26%), followed by Russian (11%), Japanese (5%), Italian (5%), Chinese (3%), and Serbo-Croatian (3%). None of these five less commonly taught languages were taught in Iowa in 1985-86. No program completing either Iowa survey reported teaching Latin or Hebrew.

Figure 1: Foreign Languages Taught in Three Surveys (National: 1986-87, Iowa: 1985-86, Iowa: 1987-88)

Language	National: 1986-87	Iowa: 1985-86	Iowa: 1987-88
Spanish	68%	79%	82%
French	41%	58%	45%
German	10%	32%	26%
Russian	2%	--	11%
Japanese	--	--	5%
Italian	--	--	5%
Chinese	3%	--	3%
Serbo-Croatian	--	--	3%
Latin	12%	--	--
Hebrew	6%	--	--

Program Types

Descriptions of four basic program types were included in the questionnaire with which respondents were asked to categorize their programs: foreign language experience (FLEX) (a basic exposure to language and culture), foreign language in the elementary school (FLES) (a focus on listening, speaking, and cultural skills), intensive FLES (FLES with additional language reinforcement), and partial/total immersion (subject matter taught in the language). (For complete descriptions of the program types as they appeared in the questionnaire, see Figure 2.)

The vast majority (94%) of Iowa programs are introductory in nature: FLES (31%), FLES (44%), and a combination of FLES and FLES (19%). Only two programs (6%) focus on developing competence in the language: one intensive FLES program, and another, a combination of FLES and intensive FLES. Nationally, 86% of the programs are introductory and 14% have the goal of communicative competence. The introductory nature of Iowa elementary school foreign language programs is also evident in the number of contact hours per school year reported by programs. The number varied from 3 hours to 165 hours, with 24 contact hours per year being the most common.

Program Content

All Iowa programs teach the skills of listening and speaking but more programs report that speaking is emphasized (92%) than listening (82%). The majority of Iowa programs report that they teach culture (90%) but less than half of the programs see culture as an area of emphasis in their program (47%). Reading and writing are Taught somewhat less now than previously. Less than half of the 1986-87 programs teach reading (42%) and

Continued on page 5

Report from Page 4

writing (40%), but more than half of the programs taught reading (53%) and writing (53%) in 1985-86. Reading and writing are also the skills that receive the least emphasis in current Iowa programs: reading is emphasized in 11% of the programs and writing in 5%.

Figure 2: Description of Elementary School Foreign Language Program Types

Foreign Language Experience (FLES) - The goals of this program are to get a general exposure to language and culture, learn basic words and phrases, and develop an interest in foreign language for future language study. The aim is not fluency, but rather exposure to other language/s and culture/s.

Foreign Language in the Elementary School (FLES) - The goals of this program are to acquire listening and speaking skills, gain an understanding and appreciation for other cultures, and acquire limited amounts of reading and writing skills. Lessons in early grades center around greetings, colors, numbers, food days of the week, etc., and conversation focuses on topics children are familiar with, e.g., family, pets, school. The teacher in this type of program may speak some English in the class.

Intensive FLES - The goals of this program are the same goals as in the above program but there is more exposure to the foreign language. This greater exposure includes language classes taught only in the foreign language or the foreign language being reinforced in other classes. There is coordination between foreign language teachers and other teachers so that language concepts are carried over into the regular curriculum.

Immersion - The goals of his program are to be able to communicate in the language almost as well as a native speaker of the same age and acquire an understanding of and appreciation for other cultures. At least 50% of the school day is taught in the foreign language, including such subjects as arithmetic, science, social studies, language arts.

Curriculum and Materials

More Iowa elementary school foreign language program report having an established curriculum or set guidelines (73%) than was reported in the national survey (64%). Ninety percent of the Iowa programs reported using teacher-made materials. Of the teachers (40%), who reported using other additional materials, objects such as toys and puppets were used by half (50%); maps and posters, flashcards and pictures, games, films, and storybooks were used by 14%; videos, by 7%; and realia by 21%. No program reported using computer-assisted instruction. Commercially published textbooks/workbooks were used by less than half of Iowa teachers (47%). Of the five textbooks/workbooks mentioned by title, four were specific to the Spanish language.

Articulation

The lack of articulation of Iowa elementary school foreign language programs with upper level foreign language courses is much more severe than that reported nationally. In the vast majority of Iowa programs (78%) students who have studied a foreign language in an elementary school are placed in Level 1 foreign language classes along with students who have no prior contact with the language. Nationally, this figure is 31%. Nineteen percent of Iowa programs report that children can enroll in a more advanced class in junior high/middle school, although the course content and objectives may not be designed specifically to complement their prior experience. Nationally, 49% of the students can enroll in such classes. No Iowa students can enroll in classes in which some subject matter is taught in the language; nationally, 8% of the programs report that this possibility exists.

Problems

Almost half (49%) of the Iowa elementary school foreign language programs report that the lack of school support is the most important problem confronting them. Two other serious problems reported by programs may be tied to this lack of support: a shortage of funding and inadequate sequencing from elementary to upper level courses. Additional problems include a shortage of trained teachers, a lack of quality materials and of established curriculum and guidelines, and poorly trained teachers. Also mentioned by several respondents were the problems of a feeling of isolation from other programs and difficulty in meeting the state requirements for certification and in meeting the needs of students of varying ability levels. A lack of community support was considered to be the least serious problem.

DISCUSSION

The growth of Iowa elementary school foreign language programs in the past two years has been phenomenal. The number of elementary school students studying a foreign language in 1987-88 more than tripled from the number reported in 1985-86. Also, the number of program sites has increased two and one half times and programs are now found in almost all geographical areas of the state. The percentage of public school districts offering a foreign language is now almost double the national average. Yet the most important change may be the fact that programs are no longer predominately extracurricular and fee based, rather, they are curricular programs available to all children.

Continued on page 6

Report from Page 5

Why have such dramatic changes taken place? The fact that funding specifically for elementary school foreign language programs was allocated by the State Legislature in 1985 through 87 no doubt had an impact on programs. Wise use of these funds may account for the change from extra-curricular to curricular programs. Iowa's Foreign Language Consultant, Paul Hoekstra, designed the grants to be specifically for the planning and implementation of curricular programs.

Although there were 208 Iowa elementary school foreign language teaching in 1987-88, only approximately 65 Iowa teachers have received training to meet the new certification requirements through grant funded coursework. It is evident that a critical shortage of certified elementary school foreign language teachers currently exists in Iowa. It should be remembered that a shortage of qualified teachers is one of the factors cited as contributing to the demise of elementary school foreign language programs in the 1950s and 1960s (Rhodes and Schreibstein, 1983). It is imperative that ways be sought to alleviate this shortage in order not to destroy the recent positive growth of elementary school foreign language programs.

Competence in at least one foreign language was established as a goal for all students in Iowa schools by the Governor's Task Force on Foreign Language Studies and International Education (1983). Yet without long-range planning and cooperation among levels of teaching, competency will not be achieved. The introductory nature of Iowa elementary school foreign language programs and the lack of articulation between these and upper level programs indicate that, despite the excellent progress made, significant problems in achieving competency still exist.

The recommendation of the Governor's Task Force Report (1983) that a global perspective be incorporated into all curricular areas and levels has been mandated for Iowa schools in 1989-90. Less than half of the 1987-88 elementary school foreign language programs reported that they emphasized teaching about the target culture. Yet because of their close connection with another culture through language, foreign language teachers could play a key role in developing the global perspective component of the curriculum of the local school district if they received adequate training in the content, resources, and methodology of global education.

The dramatic increase in the number of languages taught may also be a result of a recommendation for pilot programs which focus on "Japan, China, the Middle East, and Eastern Europe, especially the Soviet Union" in the Governor's Task Force Report (1983). Although programs which teach these languages do not offer the possibility of developing competence in the language through an uninterrupted sequence of courses, these programs can be valuable in helping students develop a global perspective. The encouragement of pilot programs that develop competence in the less-taught languages through a coordinated, long-range program would be an exciting prospect that could expand the horizons of foreign language teaching in Iowa.

Commercially published textbooks/workbooks are used by only approximately half of the teachers, yet teacher-made materials are used by almost all teachers. The fact that so few schools are using commercially prepared materials may signify that appropriate materials are not available. The observation that no textbooks/workbooks were listed for any language other than Spanish lends support to the idea of lack of availability.

While community support exists for elementary school foreign language programs, lack of administrative support and lack of funding are important problems. To help develop administrative support it is important that administrators have numerous opportunities to learn about the benefits of beginning the study of a foreign language in the elementary school, current methods of instruction, and effective program models.

Shortage of funding may be the most difficult problem for individual school districts to solve. State support in the form of grants is invaluable in allowing school districts to experience an elementary school foreign language program and discover the benefits first hand. As support for the program grows among community, staff, and administrators, creative ways of funding such programs may result.

CONCLUSIONS

Iowa has demonstrated the positive outcomes that can result by encouraging the growth of elementary school foreign language programs through grant funding. Yet important challenges remain for Iowa's programs. High priorities for the future would appear to be the development of competency in the language through well-articulated programs from elementary school through high school and college, the training of certified teachers, the incorporation of a global perspective into the foreign language program, and the development of support among local school administrators. It is hoped that in a future study of Iowa's elementary school foreign language programs equally exciting progress towards the resolution of these important problems will be found.

Dr. Marcia H. Rosenbusch
Department of Foreign Languages and Literatures
Dr. Susan Robinson
Department of Elementary Education
Iowa State University

RESOURCES

Governor's Task Force. (1983). Report of the Governor's Task Force on Foreign Language Studies and International Education. Des Moines, Iowa: Author.

Rhodes, N. & Oxford, R. (1987). National survey profiles FLES. FLES News, 1 (1), 3, 7.

Continued on page 10

Iowa FLES Program Directory 1987-88

Ames Foreign Language Association, Karen Ryan-Hayes, 1224 Wheeler St., Ames, Iowa 50010

Anamosa French PEP, Dorothy Litts,
RR 3, Anamosa, IA 52205

Anita Elementary School, Brent Bockman,
709 McIntire Dr., Anita, IA 50020

Ankeny Community School District, Toni Baugher,
240 NW 78 Ave, Ankeny, IA 50021

Buffalo Center/Rake Community School District, Pam Angstman, 416 4th St. NE, Buffalo Center, IA 50424

Burt Elementary School, Calvin Owens,
Box 129, 406 Bush St., Burt, IA 50522

Cedar Rapids Community School District, BE-LINGUAL/
Susan Turner, PO Box 1941, Cedar Rapids, IA 52403

Central Decatur Community School District,
Miles Horn, 301 S. Main, Leon, IA 50144

Clinton Community School District,
Cheryl Olson, Maureen Smith, Becky Vanderlaan
Clinton Community Schools, Clinton, IA 52732

Cumberland and Masena Elementary School: See Anita Elementary

Crestland Elementary School: See Sac Community School District

Davenport Community School District: Jefferson Elementary School, 1027 Marquette Street,
Davenport, IA 52804

Des Moines Independent Community School District: Edmunds Academy of Fine Arts, Magdalena E. Mujica Voy, 810 SE 3rd St. Ankeny, IA 50021

Fairfield Community School District, Roxie Ann Skaggs, 1015 Southview Drive, Fairfield, IA 52556

Herbert Hoover Elementary School (Iowa City),
Joanne S. Madsen, 244 Woolf Ave.,
Iowa City, IA 52240

Highland Community School District, Deb Schveleman, Highland Community School, Riverside, IA 52327

Holy Trinity School, Chris Joslin, 2612 38th St.,
Des Moines, IA 50310

H-L-V Community School District, Kathy Fredericks,
Rt. 1, Box 17, Hartwick, IA 52232

Iowa Central Community College, Mary Sula Linney,
1221 5th Ave. N, Fort Dodge, IA 50501

Iowa City Community School District
Donna Grundstad, Iowa City Comm. Schools
509 S. Dubuque St., Iowa City, IA 52240

Lakeview Elementary School: See Sac Community School District

Marshalltown Community School District, Bill Wilson, 208 Huisman Circle, Marshalltown, IA 50158

Morning Sun Elementary School, Linda Wilson,
Box 7, Grandview, Iowa 52752

Odebolt-Arthur Elementary School: See Sac Community School District

Palmer Consolidated School District, Shirley J. Welander, RR. 1, Box 40, Pomeroy, IA 50575

Paullina Community School District, Ann G. Binder,
414 W. Bertha, Paullina, IA 51046

Rockwell City Elementary School, Clark S. Wicks,
Rockwell City Elementary, Rockwell, IA 50579

Sac County Community School District, Jillane M. Johnson, 1000 Pierce Drive, Storm Lake, IA 50588

Schaller Elementary School: See Sac Community School District

Sentral Elementary School: See Burt Elementary School

Sioux Rapids-Rembrandt Elementary School, Karen L. Stacy, RR 2, Box 6, Sioux Rapids, IA 50585

Titonka Consolidated School District,
Jeriene Sleper, Box 287, Titonka, IA 50480

United Community School District, Kara Swenson,
921 First, Boone, IA 50036

University of Dubuque, Lueann Bregnon,
2611 Rockdale Rd., Dubuque, IA 52001

University of Northern Iowa, Malcolm Price Elementary School, Argelia Colon de Hawley,
1304 College St., Cedar Falls, IA 50613

Wall Lake Elementary School: See Sac Community School District

Waterloo Community School District, Carol Boyce,
1516 Washington, Waterloo, IA 50702

Waukee Middle School, Blanche Stork,
655 Ashworth, Waukee, IA 50263

Waverly-Shellrock Community School District,
Marge Lieb, 1211 18th Ave., SE, Waverly. IA 50677

West Bend Community School District,
Michele Plagman, Box 162, West Bend, IA 50597

West Des Moines Community Education, June Klemme,
713 8th St., West Des Moines, IA 50265

Programs also exist in the following communities school districts:
Gilbert, Fort Madison, Keokuk, Paton Churdan.
(Addresses are unavailable or incomplete).

Federal Grant Received for FLES Materials Development

The University of Iowa Center for Educational Experimentation, Development, and Evaluation (CEEDE) has received a grant for $91,830 from the U.S. Department of Education for a one year project entitled: Look, Listen, and Learn: Foreign Language Programs for Elementary Students.

CEEDE will develop ten units to supplement instruction in beginning French, German and Spanish classes for students in grades 3-6. The primary purpose of the materials will be to improve listening comprehension. Computer materials, videotapes, audiotapes and printed workbooks will be developed to help the teacher in the delivery of instruction and practice.

The core of the materials are ten color cartoon episodes from a videotape series called "Wattoo, Wattoo." The cartoon episodes were originally produced in France by Star Productions, S.A., and Professor Stolurow, Project Director, acquired the rights to use them in educational contexts. For each episode of approximately 10 minutes in length, CEEDE will produce special voice tracks in the three languages. CEEDE also will develop the other materials and relate them, to the extent possible, to existing texts for elementary students, as well as to the themes of the ten episodes.

If your FLES program would be interested in piloting the materials to be developed contact: **Lawrence M. Stolurow, Professor and Director, Center for Educational Experimentation, Development, and Evaluation, N345 Oakdale Hall, The University of Iowa, Oakdale, IA 52319.**

FLES Teacher Training Institute Funded

The Iowa State Board of Regents has announced the awarding of a grant for a cooperative project between Iowa State University and Ankeny Community Schools which will be carried out during the spring and summer of 1989. Marcia Rosenbusch, Project Director, explains that the grant will fund a summer institute to train 15 certified teachers to teach foreign language at the elementary school and will involve the development of global education units. Toni Baugher, International Studies Resource Teacher of Ankeny, will develop the model global education units which will demonstrate effective methods and materials for complying with the global education standard to put be in effect in Iowa schools during the 1989-90 school year. The model units will be utilized in the children's foreign language classes during the summer institute.

The teacher training institute will be held from June 12 through July 7 on the Iowa State University campus. The grant awarded will pay for each participant in the summer institute the cost of tuition and materials for the courses and, in addition, will pay a stipend to help defray the costs of travel, and housing. For more information or an application form for the summer teacher training institute contact: Marcia Rosenbusch, Department of Foreign Language and Literatures, 300 Pearson Hall, Iowa State University, Ames, IA 50011. Registration deadline is March 1.

Rationale from Page 3

'efficient' foreign language learners. Children who are adequately exposed to two languages at an early age experience gains: they are more flexible and creative and they reach high levels of cognitive development at an earlier age than their monolingual peers" (Hamayan, 1986).

If I may be allowed the luxury of anticipating the possible primary concern of administrators (and setting aside inevitable concerns of available monies): we can find the necessary time allotment, when all factors are viewed globally. Accepting the proven cognitive gains (which is, after all, our main goal as educators) we can look briefly at prevailing hypotheses and methodologies of foreign language instruction, and realize that language, any language, is intended to function as a means of communication about any and all of life's processes. The Natural Approach hypotheses offered by Krashen and Terrell (1983) show foreign language teachers that they must help the child acquire the language through comprehensible input, rather than through syntactical grammar dissection, and at a cognitive level in keeping with the child's stage of development.

A visit to a foreign language classroom in 1988, taught by a teacher who accepts these hypotheses, will be an overwhelmingly pleasant surprise to most of us over the age of 30. The students in these classrooms are solving math problems, conducting simple science experiments, experiencing cultural diversity, graphing comparisons, reading literature, exploring the arts, i.e. normal classroom functions, but hearing the target language--and eventually responding with it--as a means of communication. The foreign language segment need not pull time away from basic skills--it can be just one more diverse, enjoyable means of reinforcing those skills. A trained elementary foreign language instructor will develop a rapport with the classroom teacher, explore his or her curriculum, and find ways to enhance the instruction of basic concepts at that grade level. The classroom teacher benefits and the language is acquired and internalized, because it is necessary for communication of thoughts, rather than as a learning exercise unto itself (Krashen & Terrell, 1983).

Iowa has long been known as an educational leader in our country, but we are at this point in time lagging somewhat behind in recognizing the importance of global studies and second language acquisition. Our location in reference to foreign borders has, in the past, isolated us from the day-to-day necessity of communicating in another lan-

Continued on page 9

FLES Reviews . . .

Reviews of literature and materials of interest to FLES teachers will be included in each issue. Although the reviews have been divided into French, German, and Spanish, you will find material of interest to all FLES teachers in each section as well as language specific material. **If you are acquainted with FLES materials, books or articles that would be of interest to other FLES teachers please send information about them to the appropriate reviewer.** If these materials are not available in your public library you can request them on interlibrary loan. Addresses and telephone numbers are included when possible for commercially available materials.

FRENCH: Donna Grundstad, 1814 Flatiron Avenue,
Iowa City, Iowa 52240.
GERMAN: Roberta Graber Ross, 1411 Curtiss,
Ames, Iowa 50010.
SPANISH: Elena Vega, 3406 Woodland,
Ames, Iowa 50010.

FRENCH FLES

Sheeran, J. & McCarthy, J. (1989). Exploring French. St. Paul, MN: EMC Corporation.

This workbook-style textbook presents a wide variety of cultural and linguistic activities. The topics covered are those suggested at the novice level of proficiency guidelines (numbers, colors, house, family, food, etc.). The activities set up real-use, cultural contexts for practicing the language, which adds a lively dimension to a basic workbook. This book could be used as a textbook for the upper elementary level or as a source of supplemental activities for any level of FLES.

GERMAN FLES

Boston Children's Medical Center Staff & Gregg, E. (1968). What to do When "There's Nothing to Do." New York: Delacorte Press.

This book contains active and quiet game and activity ideas for pre-school children that can be adapted for use in the FLES classroom. FLES teachers will appreciate the suggestions for making various types of puppets, for devising costumes, for creating home-made musical instruments, and for "cooking" without heat. The book may also be of special use in introducing FLES newcomers to the world of young children.

Spanish Reviews

Watson, C. & Bereijo, D. (1980). Round the World in Spanish. London: Usborne.

This book is ideal for teaching children vocabulary dealing with geography and culture. Children will find the humorous color illustrations very attractive. For most topics a large picture covers the double page and is surrounded by small pictures of individual items identified with their Spanish names. Among the topics covered are: the jungle, the desert, the mountains, housing, crops, clothing, and animals.

Rationale from Page 8

guage. No longer can we excuse ourselves in this manner. Every day we see foreign investors gobbling up our livelihood and every day we see more advantages to expanding our farm markets in other countries. We must educate our children to become world citizens--their survival may depend on it.

The governor and Department of Education are working together to encourage the implementation of elementary foreign language programs through grants, phase monies, and tuition-free teacher certification institutes. Iowa school districts needs to take advantage of resources currently available and make a bold statement in curriculum improvement through the addition of elementary school foreign language programs.

Marianne Fuchsen, German Teacher, Hartley-Melvin-Sanborn Middle School and Sacred Heart Elementary, Home: 1502 2nd Ave. East, Spencer, Iowa 51301.

RESOURCES

Carpenter, J. & Torney, J. (1973). Beyond the melting pot. In P.N. Markun & J.L. Land (eds.) Children and Intercultural Education. (pp. 14-24). Washington, D.C.: Association for Childhood Education International.

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Krashen, S. & Terrell, T. (1983). The Natural Approach. Hayward, CA: Alemany Press.

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Macaulay, R. Generally speaking: How Children Learn Language. Rowley, MA: Newbury House, 1980.

Medlin, D.(1979). A FLES Handbook, Grades K-6 (3rd ed.). Rock Hill, S.C.: Winthrop College. (ERIC Document Reproduction Service No. ED 209 942)

National Commission on Excellence in Education. (1983). A Nation at Risk: The Imperative for Educational Reform. (Reprint). Hastings-on-Hudson, New York: American Council on the Teaching of Foreign Languages.

President's Commission on Foreign Language and International Studies. (1980). Modern Language Journal, 64 (1), 19.

Continued on page 10

Report from Page 6

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Rhodes, N. & Schreibstein, A. (1983). Foreign language in the elementary school: A practical guide. Washington, D.C.: Center for Applied Linguistics.

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Rationale from Page 9

Rafferty, E. (1986). Second language study improves basic skills. Baton Rouge, LA: Perry M. Waguespack, Acting Director, Foreign Languages, Louisiana Department of Education, P. O. Box 94064.

Weatherford, H. (1986). Personal benefits of foreign language study. Washington, D.C.: Center for Applied Linguistics. (ERIC Document Reproduction Service No. ED 276 307)

Participate in IFLA in 1989!

Prepare for the 1989 Iowa Foreign Language Association annual meeting to be held at Iowa State University, October 6 and 7, by doing the following:

1) Nominate an excellent FLES educator for the award of "Iowa Outstanding Foreign Language Educator of the Year". Each year three awards are given: FLES, high school, and college. Contact **Paul Hoekstra, Foreign Language Consultant, Iowa Department of Education, Grimes State Office Bldg., Des Moines, IA 50319-0146. Telephone: (515) 281-7806.**

2) Share your teaching experience with others by offering to present a FLES session at IFLA. Send a brief description of the idea for your presentation, the amount of time needed, along with your name, address, home and work telephone, to IFLA President and Program Chair: **Lydia Ruiz-Coulter, 1632 N. Elm, Ottumwa, IA 52501.**

Editor's Note: All persons interested or involved in elementary foreign language teaching are urged to send news items or articles to the editor. Submission deadline for the Spring 1989 issue is February 15, 1989.

Jointly funded by the College of Education and the College of Sciences and Humanities of Iowa State University, the Iowa Department of Education, and the Iowa Foreign Language Association.

Published under the auspices of the Department of Foreign Languages and Literatures, Iowa State University.

Marcia H. Rosenbusch, Editor
Iowa FLES Newsletter
300 Pearson Hall
Iowa State University
Ames, Iowa 50011

IOWA**FLES**NEWSLETTER

A newsletter for teachers of Foreign Language in the Elementary School.

Volume 5, Number 1 Spring 1989

The Perplexing Territory of Global Perspective

Global perspective consists of information, attitudes, awareness, and skills which taken together, can help individuals to understand the world community, how they affect others, and how others affect them.

Global education is the process by which people acquire the ability to conceptualize and understand the complexities of the international system, developing a knowledge of the world cultures and international events; and appreciating the diversity and commonalties of human values and interests. Global education is not a new subject, but an essential dimension of many subjects.

The traditional view included foreign languages and area or regional studies as an approach to aid us in acquiring a global perspective. This view was perhaps influenced by the U.S. desire to prepare diplomats to work in foreign policy. But which of the 156 languages might be most beneficial to people living in various continents?

Languages do contribute not only to effective communication but also to the understanding of the deeper richness of a given culture. Yet language studies are insufficient to give an individual adequate global perspective alone. The more reasonable expectation is to have most if not all subjects contribute to a student's global perspective.

WHERE TO BEGIN

The infusion of a global perspective must permeate into all areas of study, kindergarten through graduate study. In the U.S. and several other countries global education has become a grassroots movement with many schools, public, and non-governmental agencies becoming active in promoting global perspectives. Paulson (1982) observed that: "If teachers are international in outlook, attitude, and experience, their students will reflect this perspective too."

There is no current consensus about models for infusing a global perspective. The traditional approach looked to foreign languages and area studies; the world-centered approach stressed the links that draw together the world's nations, cultures, and peoples; the world order studies approach subscribes to ideological, economic, and political cooperation to resolve a global situation that is deteriorating, while the issue approach focuses on issues that are perceived to threaten the survival of humankind--such as nuclear war, poverty, hunger, population growth, illiteracy. Whatever approach is selected, it seems critical that classroom teachers make the decision to select the content and create the process by which global perspective objectives and competence can be gauged.

Continued on page 6

The Editor Writes . . .

The focus of this issue is on the integration of a global perspective in foreign language education in the elementary school. A new state mandated standard requires Iowa school districts to have a written plan for the integration of global perspectives into the curriculum by July 1, 1989. Since as foreign language teachers we have traditionally taught about the target culture, have we satisfied the global perspective mandate for our own courses? The article by Dr. Wolansky in this issue will help to clarify what is meant by a "global perspective".

Also in this issue is an important pronouncement by a task force of the National Governors' Association urging improvement in the teaching of foreign languages and international education. As an example of an approach to the integration of a global perspective into the curriculum, Toni Baugher, International Studies Resources Teacher, K-6 (Ankeny), offers a French Language and Culture Unit for 5th and 6th Grades.

Grant Awards Announced

Paul Hoekstra, Consultant, Iowa Department of Education, has announced the 1989 grant awards for planning and implementing elementary school foreign language programs (K-6). Because of the emphasis on articulation of programs between elementary and secondary schools, 7-8 program implementation grants were also awarded. The grants for K-6 planning were awarded at the full amount requested, but most implementation grants were funded at 40% of the amount requested because of a reduction in funds appropriated by the state legislature this year. The amount of the implementation grant awards will actually be somewhat higher than indicated here because two schools, not on this list, that were awarded grants did not accept them. The amount that was reserved for these schools will be distributed among the remaining schools.

K-6 Planning

Northern Trails AEA (for 9 schools:)	$9,000
Charles City	
Clear Lake	
Corwith-Wesley/Kanawha	
Dumont	
Forest City	
Garner-Hayfield	
Lake Mills	
North Central	
Northwood-Kensett	
Belle Plaine	1,000
Lawton-Bronson	1,000
Nevada	1,000
Manilla	500
Irwin-Kirkman	500
Creston	952
Mormon Trail	985
Decorah	922
Central Community-DeWitt	1,000
Edgewood-Colesburg	975

K-6 Implementation

Gilbert	$3,600
Marshalltown	2,900
Columbus Junction	3,542
Primghar	1,920
Winfield-Mt. Union	3,586
South Tama	3,580
Mt. Ayr	3,600
Ogden	3,600
Grand	2,809
Cherokee	3,600
Albert City-Truesdale	3,600
Scranton	936
Burt	3,600
Sentral of Fenton	3,600
Jefferson	3,600

7-8 Implementation

Winfield-Mt. Union	$3,216
Fox Valley	2,790
Moulton-Udell	2,041
Lewis Central	3,600
Odgen	3,600
Muscatine	7,200
Fonda	3,246
Central-DeWitt	3,600
Cherokee	3,600
Allamakee	1,400
West Marshall	3,564
Titonka	3,600

Help Secure Funding for Iowa Foreign Language Programs

Funds for foreign language programs in Iowa are considered for appropriation on a yearly basis. From the funds allocated during the past fiscal year FLES teachers received the benefit of two workshops, program planning and implementation grants, study abroad grants, and the Iowa FLES Newsletter (which is partially funded by these appropriations). There is no guarantee that funds will be appropriated for foreign language programs during the coming fiscal year.

If you have appreciated the funding designated for foreign language programs in Iowa in recent years and want to see funding continued, especially at the elementary school level, help convince legislators of the value of this funding by writing to your representative or: **The Honorable Senator Richard Varn, Chair, Education Subcommittee of the Appropriations Committee, Iowa State Senate Chambers, State Capitol, Des Moines, IA 50319.**

IFLA Contributes to Iowa FLES Newsletter

The Iowa Foreign Language Association voted at its Fall 1988 meeting in Iowa City to contribute $300, renewable annually, to the printing and publication of the Iowa FLES Newsletter. IFLA has helped the Newsletter to cover publication costs during the past two years by contributing approximately $100 each year. Since its founding in 1985, the number of subscribers has grown to approximately 900 (700 in-state and 200 out-of-state). Postage increased last year, making publication costs higher than contributions. Annual contributors to the newsletter have been the College of Education and the College of Sciences and Humanities of Iowa State University and the Iowa Department of Education. The newsletter was established by volunteer editor, Marcia H. Rosenbusch, to provide a communication network for Iowa FLES educators. The newsletter is mailed on request to persons interested in FLES. There is no charge for the newsletter which is published three times a year (fall, winter, and spring) under the auspices of the Department of Foreign Languages and Literatures, Iowa State University.

Beyond Art—A Language and Culture Unit for Fifth and Sixth Grades

Along with the renewed interest in second language acquisition at the elementary level in US schools we see a corresponding impetus to expand the curriculum in order to promote an attitude of global awareness. Possibly the easiest and most widely attempted approach to the integration of a global perspective into the curriculum is that described by Frederick A. Staley: "A teacher simply needs to examine the existing curriculum to determine where the infusion of global education concepts, problems, topics, skills, or examples can occur." (Kniep, 1987). The "infusion approach" can also be used to indroduce second language skills into the curriculum: the second language can be used to highlight and build on concepts already within the curriculum.

The following article describes a unit developed for 5th and 6th grade teachers for infusing French language, history, art, and poetry into the curriculum. The unit is divided into one day sessions which may be taught by 1) a second language teacher, emphasizing listening and speaking skills in the target language; 2) the classroom teacher, or 3) a team made up of a social studies, art, music, and second language teachers.

Unit: Pierre-Auguste Renoir - A Very Exceptional Man

Curriculum Area: French Language, History, Art, and Poetry

Age Level: Grades 5, 6

Long Term Objectives: To encourage young people to pursue the dreams they have even though others may not see value in their efforts. To encourage a positive attitude toward people with physical disabilities through the study of a famous French artist who braved public criticism and who had a handicap later in life.

Short Term Objectives:

1) To learn about the life of Pierre-Auguste Renoir.
2) To recognize and identify some of his works.
3) To become aware of the vangaard nature of his style.
4) To become familiar with the cultural setting of his era.
5) To become familiar with some common terms associated with Renoir's art and to learn the vocabulary both in English and French.
6) To introduce students to poetry contemporary to Renoir and to learn French vocabulary relating to it.

Materials: World map and map of France, art supplies for student drawing and painting, flannel board, flannel pieces for the seven colors in lesson 2 and for a tree, bell tower, a bird, and a house.

Reprints of paintings and sketches by Renoir: Self-Portrait, Lady with a Parasol, The Luncheon of the Boating Party, A Girl With a Watering Can, The Umbrellas, Dance at Bougival, Oarsmen at Chatou, Laundress and Child.

Bulletin Board: To help tie the unit together visually and to act as a review resource, the students can help arrange a bulletin board display featuring Renoir and other Impressionists' work together with some of the following:

1) pictures of child labor during the Industrial Revolution,
2) pictures of the Civil War in the USA,
3) pictures of President Lincoln,
4) a picture of Napoleon III,

Procedure:

DAY 1

Activities:

1) Point out on a world map where France is located, it's size, and historical setting at the time of Renoir's life (see Day 2, historical setting).
2) Talk about the life of Pierre Auguste Renoir emphasizing his recognition as a world famous artist and the nontraditional subject matter he used.
3) Teach the titles of three famous works by Renoir and display these three paintings throughout the unit: The Luncheon of the Boating Party, Lady with a Parasol, and A Girl With a Watering Can. Children examine and discuss each painting for style and subject matter. (In this discussion let students brainstorm what their impressions are.)
4) Prepare two student handouts, one with a reading on Renoir's life and the second with quotations by Renoir which reflect his philosophy of life, for example, "You should let people get the better of you! If you don't fight, you disarm them. Then they become nice--but you must give them a chance." For this and other Renoir quotations see Raboff (1969).
5) Prepare a worksheet to use with the readings with questions about 1) Renoir's life and 2) the quotations.
6) Assign the readings and the worksheets to the students.

DAY 2

Readings:

1) Prepare a reading for students about the historical setting in which Renoir worked. A useful reference is Greenfield's Impressionist Revolution (1971). Include information about the social, political, and scientific revolutions which developed in Europe in the nineteenth century and which caused men to re-examine the values accepted in the past. Describe the nature of the Impressionist revolution and include information about the role of the Academy of Fine Arts which selected works to be shown at the official Salon. Also include reac-

Continued on page 4

Beyond Art from Page 3

tions of the art critics to the Impressionist works. (see Chase, 1951).

2) Use a reading such as the following to focus student's attention on the elements of Renoir's paintings:

SHAPE

> Several hundred years after Fra Angelico, the French artist AUGUSTE RENOIR also painted a porch scene. We see a group of young men and women who have been boating on the river and have enjoyed their luncheon on the shore. Everybody is happy and relaxed.
>
> Here the artist has skillfully blended together a great variety of shapes: the shapes of the bottles, glasses, and fruits on the table, the poses of the people themselves, and particularly the hats they are wearing, each one of them a different shape. The figures extend across the front of the picture and recede toward the back. They are fully rounded, not half-round like the figures in the **Annunciation.**
>
> So well did Renoir master the elements of painting--**line, shape space, light,** and **color**--that he could devote his attention to the individuals in the picture. Each one seems to be a portrait sketch of one or another of his friends. He was interested in the expressions on their faces: the wistful look of the girl leaning on the railing, for example.
>
> He included many different episodes in the scene. The lady on the left is talking to her little dog perched in front of her on the table. A girl farther back on the porch is drinking from a glass. The woman with black gloves arranges her hair while the young men stand in admiration. All in all, **Luncheon of the Boating Party** is the description of a lively and informal afternoon, told with great attention to detail and with masterful grouping of many different space-filling shapes (Chase, 1951, p. 80).

Activities:

1) Direct students attention to the reading entitled **Shape.** Read it aloud in class and solicit comments about the two porch scenes in terms of subject matter and style. Point out that when the Annunciation was painted the church was the seat of education and art and often politics.

2) Have students complete the reading on the historical setting and ask them to discuss the social structure that are reflected in Renoir's art.

3) Ask students to name one or two events that were taking place in the United States at the time of the exhibitions of 1861-1865: (Civil War, Lincoln's presidency, Seward's folly [purchase of Alaska], Industrial Revolution).

4) Teach French vocabulary. Have the students look again at the three paintings that were discussed yesterday. Ask them what the dominant colors are. Teach the names for the colors in French: rouge - red, jaune - yellow, bleu - blue, vert - green. In the Girl With a Watering Can and Lady with a Parasol we see a background of grass (l'herbe). With the lady is a baby (le bebe). All three are wearing a dress (la robe).

5) Further reinforcement of colors in French could be accomplished by asking, "What color is the grass? What color is the dress of the girl with the watering can?" Ideally this would be done in the target language, using gestures, tone of voice, and facial expression to aid in communicating meaning.

DAY 3

Activities:

1) Read the quotes by Renoir and discuss them in class.

2) Find two or three portraits of Renoir at various ages in life (see Raboff, 1969 and Greenfield, 1971). Ask students if they find that Renoir's style of painting (as seen in the self portraits) changed through the years.

3) Review the French vocabulary from Day 2 and look at the following paintings by Renoir: The Umbrellas, Dance at Bougival, and Oarsmen at Chatou. Ask the following questions in French and point to the object:

1. What color is the dress of this lady? (bleu) Umbrellas
2. What color are the umbrellas? (bleus) Umbrellas
3. What color is this man's hat? (jaune) Dance
4. What color is the lake? (bleu) Oarsmen
5. What color is the grass? (vert) Oarsmen
6. What color is the boat (rouge and jaune) Oarsmen

4) Introduce new French vocabulary: In The Luncheon the table-cloth (la nappe) is white (blanche). Also the napkins (les serviettes) are white (blanches). The lady on the left is wearing a black (noire) dress. In the Oarsmen the men's pants (le pantalon) are black (noir).

5) Have color painter's palettes cut out of white construction paper marked with six circles for each student. Have an uncolored palette on the flannelboard. Give instructions in French to color in each circle of the palettes with the appropriate color, for example: "Color this circle red." When students are finished have individuals take turns placing the correct flannel circles on the teacher's palette.

6) Discuss mixing two primary colors to produce new colors and use colored felt pieces to illustrate the equation: rouge et bleu = violet, rouge et jaune = orange, bleu et jaune = vert, noir et blanche = gris.

7) Line up all nine colors on the flannelboard, or put the laminated construction paper circles on the chalk tray. To reinforce comprehension using commands in French have students touch the various colors, for example: "Touch the green circle."

DAY 4

Activities

1) Show the etching Laundress and Child and ask how it is typical of Renoir's work. (children and

Continued on page 6

FLES Reviews . . .

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Iowa City, Iowa 52240.
GERMAN: Roberta Graber Ross, 1411 Curtiss Avenue,
Ames, Iowa 50010.
SPANISH: Leslie Schrier, 300 Pearson Hall
Iowa State University, Ames, Iowa 50011.

FRENCH FLES

Welcomme, G. & Willerval, C. (1986). Juniorscopie. Paris: Larousse.

Juniorscopie is a useful cultural resource for teachers of French. In the same manner that its predecessor Francoscopie presents statistics on many aspects of French life, Juniorscopie describes the life of French youth from ages 10 to 20. Statistics are presented and analyzed on topics such as leisure time, education, family, religion and health. The book is illustrated with photographs and includes comments from French children.

GERMAN FLES

Marzollo, J. & Lloyd, J. (1972). Learning through Play. (A Harper Colophon Book) New York: Harper and Row.

This book provides games and activities to aid the development of young children in eleven skill areas. Areas of particular interest in the FLES classroom are: five senses, understanding relationships, sorting and classifying, self-esteem, and language development. Each chapter discusses one of the eleven skills and defines the skill objectives of the activities presented. FLES teachers will find the chapter dealing with relationships especially useful: eight clever activities offer ways to practice telling time, comparison of adjectives and adverbs, prepositions, and directions.

SPANISH FLES

Muller, K., Ed. (1988). Children and Languages: Research, Practice, and Rationale for the Early Grades. Compiled by R. Benya. New York: American Forum.

This is an excellent resource book containing articles that provide a basis for foreign language instruction in the elementary school. Some of the articles included in this book were presented as papers at the first International Conference on Second Language Acquisition by Children held in Oklahoma City in 1985. The articles are written by both researchers and practitioners.

The first two articles of the book, offer a rationale for early language instruction. These articles are followed by descriptions of language development and second language proficiency achieved under different program models in Canada and in the United States. The book contains comparisons of immersion, FLES, and FLEX programs, and reports on successful foreign language programs for children in a variety of settings and formats. There are research results on the learning of second languages by children; administrative issues in launching and conducting language programs as in-school or extra-curricular activities; and methodologies for teaching ESL and foreign language in the elementary classroom.

The classroom teacher will find two articles of particular interest. The article by Marcia H. Rosenbusch of Iowa State University presents a child-centered approach and offers concrete suggestions to the classroom teacher. The other article, by Marianne Ryan, a first-grade teacher of German in Cincinnati, Ohio, presents resources to be used in the teaching of German to third-grade students who have had no prior experience with German.

This book will be a welcome addition to the professional library for it provides us with a much needed resource for both the research on and the rationale for early foreign language instruction.

Curtain, H. & Pesola, C. (1988). Languages and Children-Making the Match. Reading, MA: Addison-Wesley.

Languages and Children-Making the Match should be mandatory reading for all who are involved with programs of foreign language for elementary school children. This book contains information valuable to teachers, administrators, university supervisors, school board members, and other supporters of early childhood foreign language education.

The school board member will find the information in Chapter 3 useful as a guide in the assessment of current or future FLES programs. The administrator will find in Chapters 1-3 the necessary theoretical support for the maintenance or creation of a FLES program. Chapters 8-12 provide information for the classroom teacher including what supplies to order as well as ideas for daily lesson plans. Each chapter also has useful bibliographic citations for further research. Every concerned member of the education community will find at least one, if not many, chapters to meet their needs in this valuable book.

Global Perspective from Page 1

Global perspective does require teachers to teach their subject from a world perspective. The world problems, interdependence, new demands, responsibilities, changing environment, diversity of values and beliefs, scarce resources, and technological breakthroughs affect us wherever we are.

Promoting individual intellectual sensitivity to foreign and national cultures and values can be initiated as early as kindergarten. But the effective teacher can also provide opportunities for the learners to develop attitudes unencumbered by the limitations of our social and cultural orientation. Learners can discover that diversity should not only be tolerated, but it should be valued. There is a territory, both in concept and in process within the curriculum which can distinctly be attributed to enabling students to achieve a global perspective. If teachers fail to help students acquire a realistic global perspective, students may fail to comprehend or underestimate the various interconnections between problems needing our attention and limit their understanding and interest in global issues which may have a profound bearing on their lives.

Resources: There are many resources now available to teachers from a wide variety of agencies to aid teachers at various levels to select or modify such materials for their use. From Great Britain, a teacher's manual, Global Teacher, Global Learner, (Pike & Selby, 1988) is available from Hodder & Stoughton Publisher, London. This manual is designed for use in primary and secondary schools. Global Perspectives in Education, Inc., 45 John Street, Suite 1200, New York, NY 10038, also has materials on learning and evaluating Global Education.

William D. Wolansky, Iowa State University, Ames.

This article is reprinted, with permission, from The Global I - Newsletter of the Iowa Global Education Association, 1 (1).

To subscribe to this newsletter and to join the Iowa Global Education Association send a check for $15.00 together with your name, home and school addresses, subjects and grade levels taught to: **Iowa Global Education Association, P.O. Box 1141, Muscatine, IA 52761.**

Beyond Art from Page 4

women subjects, soft rounded figures, shows loving situation, middle or lower class subjects).

2) Refer to the Day 2 reading about the social revolution. Talk about how new ideas in art and music are often greeted with hostility by the majority. Slowly, they become appreciated through education of the eye or the ear. Have students brainstorm examples of this that they know from studying history or family folklore (Rock-n-Roll, singing hymns in church versus Gregorian chants by the priests, free verse as opposed to rhyming).

3) Ask students to discuss how they think they would react to their work being rejected as the Impressionist artists were.

4) Have students do a pencil sketch of something they feel is typical of 1988 and would reflect their view of our society today. Collect and save for Day 5.

DAY 5

Activities:

1) Pass out sketches done on Day 4. Have students show theirs to the class and explain why they chose to draw what they did to illustrate life in 1988.

2) Have students read aloud the following.

THE SKY IS UP ABOVE THE ROOF

The sky is up above the roof
  So blue, so soft.
A tree there, up above the roof,
  Swayeth aloft.

A bell within that sky we see,
  Chimes low and faint;
A bird upon that tree we see,
  Maketh complaint.

Dear God, is not life up there
  Simple and sweet?
How peacefully are borne up there
  Sounds of the street.

Author: Paul Verlaine
Translator: Ernest Dowson

3) Use a flannelboard to introduce the following French vocabulary as flannel cutouts of each are placed on the flannelboard: the house - la maison, a tree - l'arbre, the bell - la cloche, the bird - l'oiseau. Have students repeat the words, then ask the color of each new object in French.

4) Have student read the following poem:

BE LIKE THE BIRD

Be like the bird, who
Halting in his flight
On limb too slight
Feels it give way beneath him,
Yet sings
Knowing he hath wings.

Author: Victor Hugo
Source: Ferris (1957)

Using the bird and branch with the flannelboard again name the bird and tree. Ask students how these two poems reflect the struggle going on in France at the time they were written. (These two authors are contemporaries of Renoir).

5) To reinforce the French term for bird (l'oiseau) and the seven colors, teach the following song:

Continued on page 7

Governors' Task Force Urges Foreign Language and International Studies

At a recent meeting of the nation's governors a task force expressed concern about the lack of international education in this country. Gov. Gerald L. Baliles (D-Va.), chairman of the National Governors' Association, asked: "How are we to sell our products in a global economy when we neglect to learn the languages of the customer? How are our firms to provide international leadership when our schools are producing insular students?" Task force chairman Gov. Thomas H. Kean (R-N.J.), personally recommended that proficiency in a second language be a requirement to graduate from college, although his group's formal report did not go that far.

The task force did urge that an international focus be incorporated into "the entire curriculum" to improve the teaching of languages and geography. The task force report suggested that states:

-Offer foreign languages as early as first grade and encourage the study of a second language during the summer and after school.

-Require elementary and high school students to study world cultures and history.

-Augment textbooks with other materials, such as maps, travel, books newspapers, and videotapes.

-Use technology innovatively, such as linking U.S. students by telephone with those in other countries.

-Include geography and world history in statewide tests of school and student performance.

-Provide in-service training for teachers in both international studies and foreign languages.

-Have teacher certification programs test for international awareness.

-Require an international element in all college majors, particularly in business school.

Beyond Art from Page 6

MON MERLE A PERDU UNE PLUME

Mon merle a perdu une plume,
Mon merle a perdu une plume, plume, plume,
Il ne chantera plus mon merle,
Il ne chantera plus.

Continue with deux, trois, quatre etc., until all seven colored feathers are removed from the tail of the black bird. This activity can be done on a flannelboard or with a cardboard bird with a small piece of styrofoam glued to the back in which the colored feathers are stuck. Toothpicks taped securely to the end keep them in place. Using commands, have students take turns removing the feathers one by one during the song. After the song ask in French that each feather named by color be replaced.

6) Numbers could be introduced at this time or anytime in previous lessons. Examples of their use are: counting the umbrellas, the girls, the men, the boats, the hats, and the feathers.

DAY 6

Activities

1) Reread the two poems from Day 5 having students follow along with the person who is reading.

2) On a piece of white construction paper have each student sketch a picture illustrating one of the two poems. Then, using the seven basic colors they have learned in French, have them paint their illustration, using the method of the Impressionists of putting bright colored blobs or dots next to each other to create the color they desire when looking at the picture from a distance.

3) Remind students that it was the effect of light on objects in nature that the Impressionists tried to capture on canvas.

DAY 7

Activities

1) Have several students point to the objects learned in French in their illustrations from Day 6. As a class, students name the bird, tree, bell, house, or whatever is indicated.

2) Review the seven colors using the flannelboard palette.

3) To see how well students did with their "Impressionist style," have two or three stand a distance from the rest of the class and hold up their pictures. See if the class can identify the original colors.

4) Have the student point to a color and see if the class can correctly identify that color in French.

5) Look again at the collection of paintings by Renoir. Have several in the class tell which is their favorite and why. With each choice ask that they say one French term that relates to that picture.

6) Using subtraction, have them figure how old Renoir was when he died. Remind them that the last seven years of his life he painted with the brushes strapped to the back of his hands because of crippling by arthritis.

7) Sing again: "Mon Merle a Perdu Une Plume".

Note: This unit could be adapted to feature nearly any artist from any country using the same or similar form... Furthermore, it could be expanded to include additional second language learning if taught by a French speaker. But even if only a very limited vocabulary is introduced, the opportunity to actually make their own illustrations of the poems (which also could be displayed in the classroom) and the hands-on "make your own impressionist style painting," would certainly help per-

Continued on page 8

Beyond Art from Page 7

sonalize this style of painting plus reinforce the artistic concepts of color and shape already being taught at the elementary school level.
Toni Baugher, International Resources Teacher K-6, Ankeny Community Schools, Ankeny.

RESOURCES

Chase, A. (1951). *Famous Paintings - An Introduction to Art for Young People*. Platt and Munk Company. p. 80.

Ferris, H. (1957). *Favorite Poems Old and New*. New York: Doubleday.

Greenfield, H. (1971). *The Impressionist Revolution*. New York: Doubleday.

Raboff, E. (1969). *Pierre-Auguste Renoir--Art for Children*. New York: Doubleday and Co.

Van Doren, M. (1936). *An Anthology of World Poetry*. San Diego.

Worldbook Encyclopedia, San Diego. Volume 16. (1987). Harcourt Brace Jovanovich. Chicago: World Book, p. 226.

Marcia H. Rosenbusch, Editor
Iowa FLES Newsletter
300 Pearson Hall
Iowa State University
Ames, Iowa 50011

FLES Summer Classes Offered at Drake University

Drake University will offer a five week summer program of: Elementary Foreign Language Methods (2 cr. hrs.) and Elementary Foreign Language Practicum (3 cr. hrs.). The practicum will include teaching in the 17th summer program of Foreign Language for the Young. Classes meet daily M-F from 8:00 a.m. to 1:00 p.m., June 5 thru July 7. Credits will apply toward certification to teach foreign languages in the elementary school. For further information contact: **Drake University Foreign Language Office, (515) 271-2149.**

Editor's Note: All persons interested or involved in elementary foreign language teaching are urged to send news items or articles to the editor. Submission deadline for the Fall 1989 issue is June 30, 1989

Jointly funded by the College of Education and the College of Sciences and Humanities of Iowa State University, the Iowa Department of Education, and the Iowa Foreign Language Association.

Published under the auspices of the Department of Foreign Languages and Literatures, Iowa State University

IOWA**FLES**NEWSLETTER
A newsletter for teachers of Foreign Language in the Elementary School.
Volume 5, Number 2
Fall 1989

Paradigms Influence Attitudes Towards FLES

Jeanette Borich Ballard-Huxley, Iowa
Connie Smith Lake View, Iowa

In this country there has been a tradition of resistance to learning a foreign language and learning about different cultures. Paul Simon, U.S. Senator from Illinois, notes that while the United States is a land of great cultural diversity, there is a historical cultural barrier to the learning of another language. In our culture even the word "foreign" has an unfavorable connotation. Americans generally don't like anything "foreign to our way of life." Without realizing it, we often assume it is natural for people to speak English and those who don't are, in some way, inferior (Simon, 1980, p. 64-65).

Sociology refers to the type of attitude Simon describes as ethnocentrism. An ethnocentric attitude makes it difficult to understand people whose norms and values differ from ours and to appreciate them as human beings (Lowry & Rankin, 1972).

Here in Iowa many parents are satisfied that English is all that they and their children need for successful communication in the modern world. How do we go about changing the view of these Iowans towards foreign language education in the elementary school? We need tools with which we can show those parents that their children are being deprived of a basic element of quality education. We need to find ways to help them realize that an education that includes early instruction in foreign language will help their children to become, not only more successful students, but also better citizens of the world.

A valuable tool in bringing about changes in attitudes is through a study paradigms: our own paradigms, and those of others around us. A paradigm is a point of view, an outlook, or a perception of the world. All of us interpret our world and even perceive what the future will be, through our paradigms. More specifically, according to Thomas Kuhn who hypothesized the existence of paradigms, (A paradigm) "serves to define what should be studied, what questions should be asked, how they should be asked and what rules should be followed in interpreting the answers obtained" (Ritzer, 1983, p. 432).

Continued on page 4

The Editor Writes . . .

Iowa FLES educators are fortunate to have available to them a number of excellent conferences and workshops in state or close by this year. You will find information in this newsletter about two October conferences: the Iowa Foreign Language Association Conference (Ames) and the Advocates for Language Learning Conference (St. Paul).

In the spring, the Central States Conference will be held in mid-March (Minneapolis) and two exciting Iowa workshops are being planned: Carol Ann Pesola will present in northwest Iowa (February 2 or 3--final date and location to be announced) and Myriam Met will present "Pair and Small Group Activities for Language Learning" to FLES and ESL teachers in Ames on April 28. Look for details of the spring workshops and conference in the Winter issue of the Iowa FLES Newsletter.

Further away this Fall, but also excellent, is the conference Second/Language Acquisition by Children. This conference will be held in Boston on November 16-17 and will be followed by the annual conference of the American Council on the Teaching of Foreign Languages, Nov. 17-22.

Take advantage of these exceptional opportunities this year!

1989 IFLA Conference Promises to be Outstanding

Lydia Ruiz, President of the Iowa Foreign Language Association, and the 1989 Conference Committee invite you to attend the 1989 IFLA Conference in Ames on October 6th and 7th. In a letter to foreign language teachers that accompanies the preliminary program and registration materials Ruiz says, "We have taken a new approach to programming and to scheduling, and we think we have a conference that will appeal to everyone and make an overnight stay in Ames very worthwhile. This year we are offering sixty-five sessions. Consequently, we believe there's not only 'something,' but 'plenty' for everyone."

Barbara Peterson, Program Chair, confirms that there will be "plenty" for FLES teachers in noting that there is at least one FLES sessions offered at every scheduled time slot on the program. Since preregistration is requested this year for the first time, if you have not received an IFLA preliminary program and registration form contact immediately: **Deb Schmidt, Iowa State University, Office of Continuing Education, 102 Scheman Building, Ames, Iowa 50011-1112.**

A partial listing of the IFLA sessions that will be of particular interest to FLES teachers is included here:

1E. Discovering the Future With FLES: The Use of Paradigms. Presenters: Jeanette Borich, Ballard High School, Huxley; and Connie Smith, Lakeview, Iowa.

Starting foreign language instruction earlier can help children in a number of ways. But how do we convince others that FLES will help children become not only more successful students but also better citizens of the world? Our program will discuss paradigms and how they can help change attitudes toward foreign language. A video will be followed by group discussion and handouts. (**Editor:** See related article in this issue.)

1F. Beyond Berets, Serapes, and Lederhosen: Teaching without Stereotypes. Presenter: Chris Joslin, Holy Trinity Schools, Des Moines.

We will explore cultural stereotypes that are often promulgated by published materials and inadvertently re-inforced by teachers at every level. After viewing examples, participants will be invited to share in a discussion of the implications and long range effects of cultural stereotypes on global awareness.

2E. Global Education: Model Units for FLES Classes. Toni Baugher, International Studies Resource Teacher, Ankeny Community School District; Kendall Burns, French Teacher, North Polk High School, Alleman; Chris Joslin, German FLES Teacher, Des Moines; Helga Olsen, German FLES Teacher, Ankeny; Marcia Rosenbusch, Project Director, ISU.

Units for FLES classes which address the global issues of changing family roles, pollution, hunger, and housing will be presented. The French unit focuses on francophone West Africa, the German on Germany, and the Spanish on Mexico.

Swap Shop - Donna Grunstad and Dedi Walker, both of Iowa City Community Schools. (All who attend are requested to bring 75 copies of one or more ideas.)

3B.2. Using the Natural Approach and T.P.R. to Teach Vocabulary. Presenter: Linda Wilson, Winfield-Mt. Union High School, Winfield.

Fruits will be introduced in Spanish through a "TV show" format with teachers in the "audience" participating. If you want to know how your students feel when they are learning new vocabulary, come and participate, especially if you are unfamiliar with Spanish.

3D. How to Talk to Administrators About Foreign Language. Presenter: Paul D. Hoekstra, Foreign Language Consultant, Iowa Department of Education.

A positive approach to better understanding between the foreign language classroom teacher and district administrators. Role-playing will be used to illustrate how.

3J. Let's Celebrate the French Revolution! Presenter: Jane Klaver, French and Spanish Instructor, Webster City Junior High School.

Ideas and patterns will be shared to help elementary students celebrate the French Revolution from the book, **Des Fetes Tricolores.** Please bring your ideas to share.

4J. What I learned in Second Grade: Experience in Immersion. Presenter: Pat Westphal, Associate Professor of French, Central College, Pella.

Insights from my three years of teaching elementary school in a French immersion program. Will include some strategies.

5K. Teaching Foreign Language Through Culture: 1989 Fulbright Experience. Presenters: Janet Eichenberger, E.S.L. Teacher, Des Moines Public Schools; and Kathy Herrema, Prairie City-Monroe High School, Monroe.

This session will present ideas for teaching culture in the foreign language classroom. Among other cultural activities, there will be suggestions for teaching about famous people, historical events, symbols, and daily life of Mexico. There will also be a demonstration of and instruction for arts and crafts of Mexico.

6F. The Foreign Language Immersion Program of Kansas City, Missouri Schools. Presenter: Dr. Paul A. Garcia, Curriculum Coordinator - Foreign Languages, School District of Kansas City.

An overview of magnet schools, immersion education, and Kansas City's children. Information on student and staff recruitment, curriculum development, and in-service.

Continued on page 3

IFLA from Page 2

7H. FLES: Involve Me. . . I Remember. Presenter: Charlene Fulton, Parent and school board member, Cherokee Community Schools.

The proverb "Tell me... I forget; show me... I understand; involve me... I remember" will be the focus as this presenter covers the rationale for FLES, current methodology using the natural approach and content based instruction, and ideas for implementing FLES.

Deadline is Approaching for FLES Planning and Implementation Grants

The availability of grants for K-6 foreign language programs for the 1989-90 school year was announced in an August 29 memo to school district superintendents by Paul Hoekstra, Foreign Language Consultant, Iowa Department of Education.

Planning grants for K-6 programs are available for an amount up to $1,000. The purpose of the planning grant is to determine support for an elementary school foreign language program in the district and to plan the program through a study of reports, books and resources. Up to ten planning grants will be awarded.

Implementation grants are available for up to $7,000 per building per district for grades K-6. This grant allows a district to implement a program either in the second semester of this school year or to start a new program in the fall of 1990. Full funding for ten implementation grants will be awarded based on the excellence of the proposed program.

A rationale for elementary school foreign language programs, which was included in the memo, is quoted from the book **Languages and Children Making the Match** (Curtain & Pesola, 1988, pp.7-9). The rational includes a description and a citation of research for the following areas: basic skills, communication, creativity and self-concept, career development, integration of all areas of the curriculum, and multi-cultural/nonsexist and global education.

Deadline for the grant application is a postmark of October 31, 1989. For more information about the grants contact: **Paul Hoekstra, Foreign Language Consultant, Iowa Department of Education, Grimes State Office Building, Des Moines, Iowa** 50319-0146. (515) 281-7806.

TPR Works with Special Needs Students

The natural approach and TPR (Total Physical Response) are excellent ways to involve the students physically as well as mentally in learning a second language. When I learned, however, that I would have a student who was confined to a wheelchair in my class, I was concerned he would feel left out. He would not be able to stand, dance, or do many of the commands that are given every day. After I had spent a considerable amount of time thinking about how I could involve him in a way that would not limit him because of his physical condition, I realized the use of sign language might be a viable answer.

I told "Tom" that I would expect him to show me he understood what I was telling him to do by the use of sign language. He was to do everything he could do (raise hand, point, etc.) but when I asked him to do something like walk, jump, or dance, he would respond by showing me the appropriate sign. Since American sign language is made with the hands and fingers, Tom could easily respond in this way. Also, sign language would be very appropriate to demonstrate his comprehension of the command because the signs are a "picture" of the action. For example, "jump" is shown by the first 2 fingers standing on the palm of the hand and "jumping" up and down vertically against the palm.

I taught the commands in the traditional manner by modeling the command. Now, however, I added the sign language as I modeled the command physically and orally. This seemed to be a very natural thing to do. I felt this approach was very successful because it involved the handicapped student even when he was physically limited in demonstrating some actions. Through this method, he was held just as accountable as the other students, plus it made the other students realize "handicaps" can be adjusted to and do not have to mean being left out. Also, the other students enjoyed learning the signs, too!

Linda Wilson, Spanish Teacher, Winfield Elementary and Winfield-Mount Union High School.

Editor's Note: If you have suggestions for teaching a foreign language to students with special needs based on your classroom experience, write to the Editor and share your ideas with Iowa FLES teachers through this newsletter. See the Editor's address on page 8.

Paradigms from Page 1

To illustrate how paradigms change our perceptions Kuhn explains that society has perceived science to be a gradual progression of knowledge. While Kuhn agrees that there is a progression, he says that major changes in science actually occur as a result of revolutions (Ritzer, 1983). These revolutions change the way people live as well as their belief systems. In short, revolutions have dramatically changed the paradigms, or views of the world, of many people in a short period of time.

One example of a scientific revolution that changed man's view of the world would be the discovery of electricity. Once the revolution takes place, a new paradigm, a new way of perceiving the world, is born. When people change paradigms, as in the discovery of electricity, they make fundamental changes in the way they think. What happens if, for some reason, people don't change paradigms after a revolution in a discipline?

The following story will illustrate what can happen. Some time ago a man developed a machine to take pictures of paper. This man tried to sell his idea to a prominent photography company, but he was unsuccessful. The company simply could not see the value or use for such a machine. The idea did not fit into the paradigms of the directors of the company. They could see no value in this process for the present or the future. As you can imagine, this inventor was the man who had developed the photocopy process and in refusing to consider his offer, the company obviously "missed the boat".

We need to be able to show Iowans concerned with education that our children may "miss the boat" without foreign language in the elementary curriculum. We need to make them aware of the paradigms they hold about foreign languages and other people and cultures.

An excellent tool to help people become aware of paradigms is the videotape entitled **Discovering the Future: the Business of Paradigms** (Barker, 1984). This videotape is effective in teaching about the concept of paradigms because it clearly demonstrates how paradigms affect us in our everyday life. Especially relevant is the concept of "paradigm paralysis" in which individuals or organizations overly restrain their thinking because of their own rules or regulations, or their ways of looking at the world. Because of paradigm paralysis they miss opportunities for advancement that change brings.

This videotape, which is available through county extension agents, could be shown to groups of parents, administrators, and citizens and be followed by a discussion focusing on two important points. First, in what situation has the audience experienced some type of "paradigm paralysis" in their own lives? Second, how does the concept of paradigms relate to what the audience and others think about foreign languages in the elementary schools?

The discussion leader should be well prepared to clarify the audience's perceptions if any negative or untrue paradigms concerning foreign languages or FLES are expressed. If this situation should arise, a rationale that has been carefully prepared would be helpful to hand out and review for the audience. An important key to managing resistance to change is to expect it and to approach it with carefully prepared reasoning (Kettler, Daley & Nichols, 1985, p. 216). The goal for the presenter is to convince the audience that our children's education can be enhanced in every way by introducing foreign languages at a younger age.

What other tools can help change attitudes? First, it is helpful to understand more about attitudes. Unless existing attitudes are in agreement with a proposed change, the change, in this case the addition of a FLES program, could fail. Selecting an appropriate strategy to inform an audience about the implementation of a FLES program should be based on an understanding of attitudes in order to enhance the chances for the acceptance of the program (Schafer & Tait, 1981).

Three different aspects of attitudes need to be considered in planning your strategy. First, you need to know what factors might intervene between the intention to behave as the attitude suggests and the actual behavior. Second, understand what beliefs and values support the attitude. Are they correct? Third, examine what personal need that the attitude is fulfilling (Schafer & Tait, 1981).

Negative attitudes toward foreign languages and FLES are many and varied. Each local district holds one or several attitudes toward foreign languages. Examining these attitudes and taking a look at what lies behind a particular attitude may help you find strategies to change it. For example, many school personnel think that children are already overloaded with classes they are currently studying. They think that most children simply can't handle learning one additional subject during the day. Demonstrating how the proposed FLES program can help enhance and reinforce the learning of existing subjects can help gain support for FLES. Again, a convincing rationale that can counter the concerns will help to change attitudes.

Another attitude, ethnocentric in nature, is that which says foreign languages and learning about other cultures is unimportant and unnecessary. Behind this attitude is the fear that America is threatened if English is not spoken by everyone. The personal need behind this attitude is to the need to protect the status quo rather than to grow and accept new and different ways of communicating and living.

There are those who say that we just don't have the money to invest in a FLES program at the elementary school level. Perhaps instead of the money, what these people are really saying is that they do not wish to invest the time and effort it will take to improve and change the curriculum. Change requires energy to break old methods and start new ones (Kettler, et al., 1985). Sharing information about what FLES can realistically do for children can reduce resistance to change.

After looking at the existing attitudes, whatever they may be, one needs to decide what is to be changed. An important step in preparing your strategy would be to be sure that the rationale you have prepared fits the existing attitudes within

Continued on page 7

Attend the A.L.L. Conference in St. Paul

The sixth annual fall conference of Advocates for Language Learning (A.L.L.) will be held at Hamline University and Sunwood Inn in St. Paul, Minnesota, on October 20-23. This conference is an opportunity for Iowa FLES teachers to attend an national conference without traveling a great distance. Last year's conference was held in San Francisco and the previous year's conference, in Washington, D.C.

Although the focus of many sessions is on elementary school foreign language teaching, the conference sessions are planned for parents, educators at all levels, and community members interested in implementing or improving second language programs in their schools. This year's A.L.L. conference will be held jointly with the Minnesota Conference of Teachers of English as a Second Language (TESOL), which will provide additional sessions of interest to foreign language educators.

Two pre-conference sessions will be offered from 1:30 - 4:30 on Friday, October 20: "Solving the Problems of Program Articulation" and "How to Start a Foreign Language Program in Your School District - FLES or Immersion?" The reknown Dr. Wallace Lambert, Professor of Psychology, McGill University, will be the guest speaker at the opening session Friday evening at 7:30 p.m.

Sessions on Saturday, October 21, continue from 8:30 a.m. until 4:00 p.m. and include nationally know foreign language educators. Publishers of foreign language materials will exhibit their materials throughout the day on Saturday. The plenary session speaker on Saturday is Dr. Elaine Tarone, Department of Linguistics, University of Minnesota.

A breakfast session on Sunday from 9:15 - 11:00 a.m. includes a panel of State Representatives who are co-sponsers of Minnesota's Immersion Education Bill. Workshop sessions continue Sunday from 11:15 a.m. to 1:30 p.m. On Monday, October 23, conference participants may sign up to visit two immersion schools in the Minneapolis-St. Paul area from 8:30 a.m. - 12:30 p.m.

Iowa will be well-represented at the A.L.L. conference by the following teachers, all of whom will be presenting on topics related to the teaching of foreign languages in the elementary school:

Cathy Stone, French, Ogden. **Ballooning Through French Wonderlands.**

Charlene Fulton, Spanish, Cherokee. **FLES: Involve Me...I Remember.**

Jeanette Borich, Spanish and French, Ballard-Huxley; and Connie Smith, French, Lakeview. **Discoving the Future with FLES: The Use of Paradigms.**

Toni Baugher, French and International Resources Teacher, Ankeny; Chris Joslin, German, Des Moines; and Marcia Rosenbusch, Spanish, Ames. **Global Education in the FLES Classroom: Model Units for Francophone West Africa, Germany and Mexico.**

Marcia Rosenbusch, Ames, **"FLES Network--National Network for Early Language Learning Meeting."**

For conference registration contact: **A.L.L. 89, P.O. Box #964, Culver City, CA 90231.**

Iowans Present at SLAC Conference

The fourth international conference on Second/Foreign Language Acquisition by Children: Theoretical Aspects and Practical Applications (SLAC) will be held in Boston on November 16 and 17. This conference is held in conjunction with and is immediately followed by the annual conference of the American Council of Teachers of Foreign Languages (November 17-22). The keynote speaker at the SLAC conference will be Carol Ann Pesola, Concordia College, Moorhead, Minnesota.

Iowa presenters who will offer sessions at this conference are:

Don Hawley, Argelia Hawley, and Judith Finkelstein, UNI, **Comparisons and Contrasts in Second Language Acquisition by Elementary and Middle School Children.**

Marcia Rosenbusch, ISU, and Toni Baugher, Ankeny Community Schools, **Global Education: Model Units for FLES Classes.**

Marcia Rosenbusch, ISU, Nancy Rhodes, Center for Applied Linguistics, and Gladys Lipton, University of Maryland, **FLES Network--National Network for Early Language Learning Meeting.**

For further information and registration contact: Dr. Rosemarie A. Benya, East Central University, Ada, OK 74820-6899. (405)332-8000.

FLES Reviews . . .

Reviews of literature and materials of interest to FLES teachers are included in each issue. Although the reviews have been divided into French, German, and Spanish, you will find material of interest to all FLES teachers in each section as well as language specific material. If you are acquainted with FLES materials, books or articles that would be of interest to other FLES teachers please send information about them to the appropriate reviewer. If these materials are not available in your public library you can request them on interlibrary loan. Addresses and telephone numbers are included when possible for commercially available materials.

FRENCH: Donna Grundstad, 1814 Flatiron Avenue,
Iowa City, Iowa 52240.

GERMAN: Roberta Graber Ross, 1411 Curtiss Avenue,
Ames, Iowa 50010.

SPANISH: Leslie Schrier, 814 Independence,
Pella, Iowa 50219

FRENCH FLES

Bibliotheque Arc-en-ciel
(Canadian branch of Scholastic Book Services)

Your students can order paperback books in French from Bibliotheque Arc-en-ciel. Many of the books are translations of books they may already have in English, such as the Berenstain Bears, Clifford, or Garfield. Other books are available to the students for $3.00 to $3.50. Some are available on cassette, as well.

To receive a free "trousse de presentation", write to Scholastic Book Services, 123 Newkirk Road, Richmond Hill, Ontario, L4C 929. Let them know how many students you have and they will send you a class set of brochures and information on ordering.

GERMAN FLES

Wilhelm, M. (1979). Alles uber mich. Ravensburg: Otto Maier Vertag.

This book, one of the excellent Ravensburger Spiel- und Spassbucher, is a kindergarten-type activity book for German children. Topics include family, clothing, animals, time, etc. For example, on one page the child traces his/her left hand, on another, adds his/her correct hair color, and on another, pastes a picture of his/her favorite food. Attractively illustrated, the book would work best with FLES students K-2. Some programs might want to provide each pupil with a personal copy

SPANISH FLES

Devine, E., & Braganti, N.L. (1988). The Travelers' Guide to Latin America Customs & Manners. New York: St. Martin's Press.
(Paper $10.95.)

This guide is a very useful resource for all educators interested in the current social and political mores of Latin America countries. The book contains 15 chapters divided by country. In each chapter the following topics are discussed: **Greetings, Conversation, Telephones, Dress, In Public, Meals, Hotels, Tipping, Private Homes, Business, Holidays, Transportation, and Legal Matters.**

The sections on **Dress, Private Homes**, and **In Public**, will be especially useful for the classroom

Continued on page 8

Summer FLES Institute Held at ISU

Fifteen Iowa teachers attended the third Summer FLES Institute at Iowa State University from June 12 to July 7. The teachers, who are all secondary foreign language teachers, are preparing for certification as teachers of foreign languages at the elementary school level. At the institute participants received 5 semester hours of graduate credit: Methods of Teaching FLES in the Elementary School (3 semester hours) and Growth and Development of the Elementary School Child (2 semester hours).

As part of their requirements for the two courses, teachers observed and participated in the children's foreign language and global perspective classes. The children were organized into three classes by age and language preference: French (7 - 9-years-old), German (9 - 12-years-old) and Spanish (5 - 7-years-old). The teacher of the French children's group was Kendall Burns; the German, Helga Olsen; and the Spanish, Marcia Rosenbusch.

Funding for the institute was provided by the State Board of Regents through the Title II Education for Economic Security Act of 1984. The grant included the development of three global education units, which were piloted in the children's classes.

Coordinator of the global education units was Toni Baugher, International Studies Resource Teacher, Ankeny Community Schools. The French unit was written by Toni Baugher; the German, by Chris Joslin; and the Spanish, by Marcia Rosenbusch. Both the teachers of the children's groups, and the teachers attending the institute collaborated with the preparation of the units.

Teachers attending the Summer FLES Institute were: Al Bode, Charles City; Ellen Degner, Fonda; Nancy Fenton, Indianola; Dawn Glass, Waterloo; Marian Greiman, Britt; Joyce Kisner, Columbus Jct.; Charlie Lafrenz, Ft. Madison; Willa Meinecke, Jamaica; Mary Moermond, Altoona; Connie Popken, Sioux City; Carol Raasch, Odebolt; Michele Regenold, Baxter; Ramon Reyes, Marshalltown; Beth Vander Wilt, Jefferson; Bobbie Westergaard, Newell.

Dr. Marcia H. Rosenbusch, Director, Summer FLES Institute, Department of Foreign Languages and Literatures, Iowa State University, Ames, IA 50011

Paradigms from Page 4

the community. The rationale will explain why the community's misconceptions are incorrect. It may address the problem of time and money by showing the value of what students are missing by not learning foreign languages at a younger age. It may offer some ideas on implementation of a program that would fit within the elementary school schedule.

Selecting a strategy for attitude change depends on individual and organizational constraints (Schafer & Tait, 1981). In some cases a school district may be ready to learn more about FLES and may only require careful orientation and discussion as to how realistic goals for that program can be set.

In other communities, however, parents may be the key to orchestrating change. They may become the change agent that will exert influence when appropriate and show that their vision is shared by others (Rogers, 1983). The parents will themselves need to become organized and better informed so that they may motivate other parents to become involved and informed. The accompanying table offers excellent ways to increase communication effectiveness when strategies are implemented.

In preparing a rationale and when working with administrators and counselors two articles are helpful: "Starting Language Early: A Rational" (FLES NEWS, Spring 1989) and "Administrators and Counselors: Essential Partners to FLES," (FLES NEWS, Winter 1988-89).

A quote from the video, **Discovering the Future: The Business of Paradigms,** summarizes what we must try to show others about changing attitudes:

> "Sometime your paradigm can become THE paradigm; the only way to do something. And, when you are confronted with an alternate idea, you reject it....I believe that if you have paradigm flexibility what they (ideas) will be yelling will be opportunities....The choice will be up to you" (Barker, 1984).

Those of us interested in FLES must work to convince others that FLES is one of the keys to improving our children's education for the 21st century. In some Iowa schools the "English only" paradigm is disappearing. Let's help administrators, fellow teachers, parents and citizens of our communities to have "paradigm flexibility" and be willing to listen to what FLES has to offer.

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Ways to Increase Communications Effectiveness

1. Increase your credibility
    a. Represent audience interests.
    b. Seek topic of agreement with audience.
    c. Appear knowledgeable, trustworthy, likable, skillful.
    d. Select person similar to audience to present message.
2. Structure your message carefully
    a. Communicate interpersonally whenever possible.
    b. Encourage and reward feedback.
    c. Make audience feel important.
    d. Present both sides of argument whenever possible.
    e. Repeat important points.
    f. Don't differ extremely from audience's views.
    g. Present important points first or last.
    h. Guide audience to your desired conclusions.
3. Involve audience
    a. Encourage role playing or group discussion in communication.
    b. Encourage audience to do its own homework.
    c. Encourage public commitments to your views.
    d. Help audience devise defenses against counter arguments.
    e. Don't force the audience to change.

(Schafer & Tait, 1981, p. 7)

FLES Reviews from Page 6

teacher. **In Public,** demonstrates gestures that should or should not be used in public, for example, the accepted gesture for "I don't know," in Argentina. After reading the section entitled **Dress,** the educator will be able to answer the question, "In which country is it illegal to wear any military style clothing?"

By reading this book educators will be provided with an enormous amount of background knowledge that will be of interest to them and their students.

Met, M. & Lagenaur, E. (1988). Welcome to Spanish: Level I: First Start in Spanish; Level 2: Moving Ahead in Spanish. Illinois: National Textbook Company. $159.95.

An integrated, communicative language program for elementary school children is provided by these kits. The kits are organized into two sequential levels: First Start in Spanish and Moving Ahead in Spanish.

Included in each kit are an activities book, learning cards (with teacher's guide), puppets, and teacher's manuals which outline the topic-based lessons. There are 65 topics in the first level and 44 in the second level. The manuals form the core of the program and provide the teacher with suggestions for review, evaluation, expansion activities, and culture. Two sets of learning cards are also available. Each set contains 120 laminated color cards 9" x 12".

Editor's Note: All persons interested or involved in elementary foreign language teaching are urged to send news items or articles to the editor. Submission deadline for the Winter 1990 issue is December 1, 1989

Jointly funded by the College of Education and the College of Sciences and Humanities of Iowa State University, the Iowa Department of Education, and the Iowa Foreign Language Association

Published under the auspices of the Department of Foreign Languages and Literatures, Iowa State University

Marcia H. Rosenbusch, Editor
Iowa FLES Newsletter
300 Pearson Hall
Iowa State University
Ames, Iowa 50011

IOWA**FLES**NEWSLETTER
A newsletter for teachers of Foreign Language in the Elementary School.
Volume 5, Number 3
Winter 1990

What I Learned in Second Grade: A French Teacher's Experience

Pat Westphal
Associate Professor of French
Central College, Pella, Iowa

Actually I started teaching in third grade in the French immersion program. But after a year I was sent back to second. My principal had a scheduling problem and asked me, three days before classes began, if I'd be willing to switch. That was one of my 3492 exercises in flexibility.

I tell everyone now that teaching in an immersion program was the hardest thing I've ever done, and that is no exaggeration.

I'd been teaching for over twenty years in high school and college when we moved to Maryland, so I knew something about pedagogy in general. And I thought my French was in pretty good shape. But I didn't know much at all about managing 27 antsy eight-year-olds. We learned a lot together.

What's an Immersion Program?

At Oak View Elementary, a public school in a Maryland suburb of Washington, D.C., the ten-year-old French immersion program was being used as a magnet to attract majority children.

Kids usually entered the program in kindergarten and stayed for the six years of classes that the school offered. Their gym, music, art, and library work were in English, and they had an hour per day of instruction in English language arts, beginning in fourth grade. But, aside from that, everything was in French.

In kindergarten, since most of the youngsters were anglophone, they started out speaking English in class, but their teacher spoke only French to them, encouraging them to use more and more French as the year progressed.

First-grade teachers aimed for (and usually got) exclusive use of French by the students by December.

When I got them in second grade, using English was anathema. They just didn't do it! They were allowed to whisper in my ear an English word for which they didn't know the French equivalent, but nobody would say anything out loud. Ever!

I'll never forget my first classroom visit. All those adorable little six and seven-year-olds blathering away in apparently effortless, unaccented French. I was impressed.

Even after three years of teaching there, I never got over being impressed at the speed with which those kids' language-learning machines sopped up a second language.

Continued on page 5

The Editor Writes . . .

There are currently no immersion or partial immersion programs in Iowa and very few Iowans have had the opportunity to visit these programs. Mary Stimmel, Des Moines, wrote enthusiastically of her visit to a Spanish immersion school in Milwaukee, Wisconsin, in the fall 1988 issue of the newsletter (V4 2). We are fortunate to have back in Iowa, Pat Westphal, past president of the Iowa Foreign Language Association. Pat had the opportunity to teach in an excellent immersion program in Maryland for three years. In the lead article of this issue of the newsletter, Pat shares her experiences in the immersion classroom and helps us see that we could employ many of the teaching strategies of the immersion teacher in our FLEX and FLES programs. Perhaps, as Iowans learn more about immersion programs, there will someday be an immersion program in Iowa as there are in Minnesota, Kansas, and Wisconsin.

Hoekstra Announces FLES Grants

A total of $63,784 has been awarded in grants to Iowa K-6 elementary school foreign language programs by the Iowa Department of Education through Paul Hoekstra, Foreign Language Consultant. The grants, announced in December 1989, funded the planning of an elementary school foreign language program in nine school districts and the implementation of a program in eight school districts. The recipients of the grants are:

Planning grants:

Anamosa	$ 1,000
Bennett	1,000
Clarke at Osceola	1,000
Hartley-Melvin	1,000
Howard-Winneshiek	924
Northeast-Hamilton at Blairsburg	1,000
Panorama	1,000
Tipton	1,000
Waterloo	1,000

Implementation Grants

Charles City	$ 6,360
Lake Mills	5,000
Lake View-Auburn	7,000
Marshalltown (2 schools)	10,000
Odebolt-Arthur	6,500
Pomeroy-Palmer	6,000
Primghar	7,000
Thompson	7,000

CSC Conference Features FLES Strand

The Central States Conference on the Teaching of Foreign Languages will hold its annual conference in Minneapolis, MN on March 15-18, 1990. As a special feature, a "FLES strand" will be one of three priorities to receive emphasis in the workshops and sessions within the theme of "Twin Issues: Defining the Future and Making it Happen."

Having a FLES strand means that during every time slot on the program, there is a minimum of one session devoted to the topic of FLES. There will also be FLES workshops both pre- and post-conference. Finally, a unique 90-minute panel will feature experts who will discuss current trends and issues in FLES. Session topics range from interdisciplinary planning and teaching of content through the second language, to teacher training, establishing FLES and FLEX programs, networking and sharing of very practical ideas as well as sources of materials.

If your interest is FLES, you are insured of a complete schedule of sessions devoted to this topic. For more information, contact **Jody Thrush, Madison Area Technical College, 3550 Anderson Street, Madison, WI 53704.**

Prepare Now for the 1990 IFLA Conference

The 1990 Iowa Foreign Language Association Conference will be held October 5-6, 1990, in the Sioux City Convention Center, Sioux City, Iowa. Plan now to attend and present a session based on your own FLES experiences. On the session proposal form you will be asked to describe your proposed session in 75 words or less and to choose either a 20 or 50 minute session. Proposals are due June 1. Session proposal forms are available in your 1989 conference packet or from **Dave McAlpine, IFLA Program, Morningside College, 1501 Morningside Avenue, Sioux City, IA 51106 or call (712) 274-5184.**

You can also nominate an excellent FLES teacher you know as Education of the Year. For information on how to make your nomination look for the form in your 1989 conference packet or contact: **Nile Vernon, IFLA Vice Present, Department of Modern Languages. University of Northern Iowa, Cedar Falls, Iowa 50613 or call (319) 273-2749.**

Order a FLES Videotape

A new videotape on elementary school foreign language programs entitled **FLES* Programs in Action,** is now available. The videotape depicts goals and activities in FLEX, sequential FLES, and immersion. An accompanying brochure gives additional information on each type of elementary school program model, including expected outcomes, goals and long range plans, results of research, and other topics.

The videotape, which is edited from videotapes produced at eleven schools or school districts, demonstrates a number of innovative ways in which children learn a foreign language. The videotape will be useful for inservice workshops, methods courses, study committees planning for the initiation of new programs, parent's meetings, articulation meetings, decision makers' meetings, etc.

Developed through a grant by the U.S. Department of Education, the videotape/brochure package may be ordered by sending a check for $23.00 (made out to UMBC-MLL) to: **Dr. Gladys Lipton, UMBC-MLL, Baltimore MD 21228.** (301) 455-2109)

National Leaders in FLES to Present Workshops

Carol Ann Pesola Presents in Northwest Iowa

Carol Ann Pesola, Concordia College, Moorhead, Minnesota, will present a one-day workshop entitled, "Creating a Contest for Real Language Learning in the K-12 Classroom". The workshop will be held on Saturday, February 3, in northwest Iowa at Sheldon. Pesola was the recipient of the Florence Steiner Award for Leadership in Foreign Language Education at the postsecondary level in 1988 and is co-author of the highly-regarded book, **Children and Languages: Making the Match** (1988. Reading, MA: Addison-Wesley). The workshop is sponsored by AEA 4, but teachers from across Iowa are welcome as space permits. The workshop will be held from 8:30-3:00 at Northwest Iowa Technical College. There is no registration fee for teachers in AEA 4; for others the fee is $10 (lunch not included). For further information or registration contact: **Jerry Brock, Educational Service Consultant, AEA 4, 102 South Main Avenue, Sioux Center, Iowa 51250. Telephone: (712) 722-4378.**

Myriam Met Presents FLES/ESL Workshop at ISU

Pair and Small Group Activities for Language Learning is the title of a workshop to be presented at Iowa State University by Dr. Myriam Met, Coordinator of Foreign Languages, Montgomery County, Maryland, Public Schools. Dr. Met is well known in this country and abroad as a leader in early language education.

Dr. Met has published numerous articles on bilingual and foreign language education in journals such as **Foreign Language Annals, PTA Today, Educational Leadership,** and **Hispania,** of which she is currently Associate Editor. She is also author of the popular two-level elementary school Spanish program, **Welcome to Spanish,** which is available from the National Textbook Company. Dr. Met has been invited to give workshops for teacher preparation in more than 30 schools and colleges across the nation and has been keynote speaker at numerous state and national conferences. Because of her expertise and wonderful humor, her workshop promises to be a highlight for Iowa teachers.

Both elementary school teachers of foreign languages and teachers of English as a second language are invited to register for the workshop that will be held at Scheman Continuing Education Building, Iowa State University, on Saturday, April 28, from 9:00 a.m. to 4:00 p.m. Because of the interactive nature of the workshop, there will be room for only 70 participants. Teachers who want to attend this workshop are encouraged to register early. Half of the available registrations will be held for FLES teachers and the other half, for ESL teachers until April 1. At that time any of the reserved spaces not taken will be filled in order of receipt of the registration form.

Participants will receive handouts at the workshop and will be served beverages and snacks, as well as lunch. The workshop will be partially funded by a grant from the Iowa Department of Education. To help in meeting the cost of the workshop each participant will be asked to pay a $13.25 registration fee.

A registration form for the workshop may be obtained by letter or telephone. Contact: **Deb Schmidt, Continuing Education, 102 Scheman, Iowa State University, Ames, IA 50011; telephone: (515) 294-5061.**

Fourth Summer FLES Institute Planned

The Iowa State University (ISU) Summer FLES Institute is a program that prepares certified teachers for endorsement in the teaching of foreign language/s in the elementary school (FLES). The Institute, now in its fourth year, is offered jointly by the ISU Departments of Foreign Languages and Literatures, Child Development, and Elementary Education.

Anyone who is certified K-6, 7-12, or 9-12, and who has completed a minimum of 24 hours in a foreign language may apply. The enrollment limit for the course is 15 participants. A balance among French, German, and Spanish participants will be maintained.

At the completion of the Institute participants will receive 5 semester credit hours of graduate credit: 2 credits hours for Development and Guidance of the Elementary School Age Child, and 3 credit hours for Methods in FLES Instruction. As part of the requirements for the two summer courses, participants will observe and practice teach in the children's foreign language classes held in a Child Development laboratory classroom on campus.

To complete the Iowa requirements for endorsement as FLES teachers, during the 1990-91 school year participants take an additional 3 credit teaching practicum during which they will arrange to teach FLES classes in their own school districts for one semester. As part of this course participants attend two Saturday workshops held at ISU, one at the beginning, and the other at the end of the semester.

Besides the preparation for teaching elementary school foreign language classes, a unique emphasis of the ISU program is on developing a global perspective in children. This emphasis prepares teachers to help their local school districts meet the Iowa Department of Education's mandate for

Continued on page 8

Support FLES Actively!

Most of us don't take time to write our state Senators or Representatives to thank them for the funding Iowa elementary school foreign language programs have received through the past several years. Nor do we write them to request that funding for such programs be continued and expanded. Yet, without the support of teachers, school board members, and parents it is unlikely that such funding will continue indefinitely. Active support for elementary school foreign language programs is essential if we believe that such programs are important for Iowa's children. The following letter is an excellent example of this "active support" at the state level. Thank you Charlene Fulton!

Charlene Fulton
509 W. Cherry
Cherokee, IA
April 25, 1989

The Honorable Senator Richard Varn
Chair, Education Subcommittee of
Appropriations
Iowa State Senate Chambers
State Capitol
Des Moines, IA 50319

Dear Honorable Senator Richard Varn:

I greatly appreciate the state funding given to foreign language programs in Iowa in the recent past. I strongly encourage you to support generous funding for foreign language in the future. The teaching of foreign language in the elementary school (FLES) is on an upswing both nationally and statewide. There are several solid reasons why FLES is increasing, stated briefly as follows:

1. FLES enriches and enhances a child's cognitive development. Research shows that children who have a chance to learn a second language also score better in language arts and math.
2. Childhood is an ideal time to learn another language. Children are uninhibited and able to absorb a second language with ease. They are also relatively unbiased in their acceptance of other cultures at a young age. FLES can have a very positive impact toward global education.
3. In our rapidly shrinking world, we must prepare our children to appreciate and work with people from many different nations.

The Governor's Task Force on Foreign Language Studies and International Education (1983) makes a strong statement in support of early second language learning as follows:

> As citizens of Iowa, of the United States, and of the world, we must recognize that changes in world conditions dictate adjustment in our educational practices. Our present knowledge about other peoples and other cultures is seriously deficient. As we attempt to deal with mounting uncertainties in political relations with other nations and shifts in economic power, these deficiencies become increasingly evident.

The Governor's Task Force goes on to recommend the promotion of a comprehensive foreign language program for Iowa stating that the program should extend from kindergarten through college and beyond.

A key to successful FLES instruction lies in the careful training of FLES teachers in which state funding has played an important role. From the funds allocated during the past fiscal year FLES teachers received the benefit of workshops, program planning and implementation grants, study abroad grants, and the **Iowa FLES Newsletter.** I participated in two FLES workshops and found them extremely effective in encouraging teachers. The **Iowa FLES Newsletter** is an important catalyst in networking teachers and ideas of FLES.

Cherokee Community School will implement Spanish in the eight grade and Russian in the sixth grade next year largely due to state funding. The number of schools requesting implementation grants was so great that nearly all of the requests could only be funded at the 40% level. More state funding for the planning and implementation of FLES would be most helpful in encouraging more school districts to offer FLES. This is a step in the right direction to enable our children to have a brighter future.

Sincerely,
Charlene R. Fulton
Cherokee School Board Member

At the national level, the Foreign Language Competence for the Future Act, HR 2188 and S 1690 is pending in the House and Senate. This legislation establishes five programs to help increase the quantity and quality of foreign language instruction in the United States: summer foreign language institutes for teachers, teacher incentive grants, foreign language institutes to meet business needs, grants for distance learning, and grants for critical language and area studies consortia.

In addition, Rep. George E. Sangmeister (D-IL) will be introducing a piece of legislation specifically for elementary school foreign language instruction. At this time the bill is in the drafting stage, but is is expected to include provisions for pre- and in-service training of elementary foreign language teachers, including study abroad. According to Jody Lenkoski, legislative assistant to Rep. Sangmeister, the bill will be introduced as soon as Congress returns at the end of January.

To encourage Congress to take up foreign language education in 1990, write your Representative and Senators asking them to co-sponsor HR 2188 or S 1690, as well as the Sangmeister legislation when it is introduced.

(The section on the national level is adapted from **FLES NEWS**,3 2.)

Second Grade from page 1

It wasn't perfect. The kids made all those errors you've heard a million times, like **Je suis faim** and **J'ai allé** plus a few that are probably new to you: **Qu'est-ce que ça c'est pour?** or **C'est mon!**, for example.

But their accents were very nice and they would chatter endlessly to one another and to me. Any misunderstandings were more likely due to the thought processes of that age group than to any language deficiency.

It was easiest to see their rapid progress when there was a debutant. Fall of second grade was the latest point for entering the program, and there would usually be one or two in each class. By the end of that school year there was no apparent difference between the beginners and those who had been in the program for three years. (Of course, I'm sure there were differences, probably mostly of vocabulary, but they weren't obvious.) In a matter of months they went from not speaking a word of French to being able to argue about whose turn it was to take out the soccer ball at recess. It was mind-boggling.

First Steps

My most immediate problems were those that face every elementary school teacher: record keeping, shuffling papers, keeping groups fruitfully occupied, dealing with a Hydra-like curriculum.

I felt I was being pulled in a thousand directions. Twenty-seven kids, each needing support, attention, shoes tied, band-aids, a pencil, etc. Meetings. Administrative tasks were overwhelming: lunch money, book club money, field trip money, attendance, permission slips, forms of all kinds to collect and fill out. And all that was before the day really began.

Fortunately there were new-teacher workshops (geared for those who taught in English, but helpful all the same). But what was most fruitful was observing and talking to veteran teachers. My super-competent colleagues were unfailingly supportive, even when I whined. Unfortunately, we rarely had time to talk to one another. I waded through the piles of curriculum guides.

Learning What to Teach

At first I tried to use some of the approaches I had always used in high school: language drills, lists of adjectives, grammar exercises. After all I was a French teacher, and that's what French teachers do!

It took me a while to realize that I wasn't there to teach French. I was there to teach reading and math and social studies and science and spelling and penmanship and citizenship and all that stuff. French was incidental. Instead of teaching the French words for concepts students had already mastered, which is what I had done for the most part in high school and college, it was my responsibility to teach the concepts themselves. Along the way the kids would learn the language. Learning the language was always secondary.

It sounds easy now, but the lesson came hard. And now that I have learned it with regard to an immersion program, I'm wondering if it's not true all the way along the line.

Aren't high school kids there to learn about another culture? Aren't they preoccupied with their social relationships and their complexions? They want to learn to talk, but many of them feel they have nothing to say. Isn't the foreign language basically secondary for them too? Shouldn't it be the vehicle for dealing with some other aspect of life rather than the goal itself?

I used to think it was unwise, if not unfair, to use a word my students hadn't learned. It never occurred to me that they could learn vast quantities of vocabulary by osmosis if I just gave them a chance.

Now, even in my beginning French classes, when I divide the class into teams or groups, I say something like: **Levez-vous si vous portez des chaussettes qui ne sont pas blanches.** (Stand up if you are wearing socks that are not white.) If nobody responds, I point out those who are wearing colored socks and motion for them to stand up. Other possibilities include numbers (phone numbers, birth dates, addresses), personal possessions (those of you who have a dog), food (everyone who ate pizza last week), directions (all who live east of school), etc.

Now, I try to talk all the time, even if it's just ranting and raving as I look for my lost materials. I accompany all my actions (and theirs!) with a monologue, pointing and gesturing to help them understand as much as they can. But I have come to the conclusion that it's better for them to hear language they don't understand completely than it is for them to hear nothing or English.

Learning How to Teach

I soon realized that little kids, even more than big kids, had to be doing something. Each one of them had to be personally involved. They could be manipulating something physically, solving a problem, whatever, but each one had to have something to be responsible for.

The bigger the group I was working with, the harder it was to get everyone involved physically. The following are some of the tricks I relied on.

1. Total Physical Response (TPR) activities. As they listened to a story the second time around, I'd have everyone act out certain words. (Before I started I'd ask them to find a space big enough to move without touching others. Clapping twice was the signal to end each movement.) During cooking activities everyone would go through the imaginary activities of pouring and stirring, etc.

Continued on page 6

FLES Educator of the Year Honored

Toni Baugher, International Studies Resource Teacher K-6 and French teacher in the elementary school foreign language program, Ankeny Community School District, was named Iowa Foreign Language Educator of the Year for the elementary school level at the Iowa Foreign Language Association's annual meeting in Ames, October, 1989.

Toni is a member of the Des Moines Council or International Understanding and the Governor's Commission on Foreign Language Studies and International Education. She taught French in the extracurricular elementary school foreign language program in Ankeny from 1984 through 1988. She was instrumental in obtaining a planning grant from the Iowa Department of Education (DOE) and chaired the 27 member committee that examined the feasibility of a curricular elementary school foreign language program. She also helped to obtain the DOE implementation grant that made it possible to move the extracurricular elementary school foreign language program into the elementary school curriculum. She served as coordinator and taught French in the after-school foreign language program for the 1987-88 school year that was funded in part by Ankeny Community Schools.

When a K-6 curricular foreign language and international studies program was begun by Ankeny Community Schools in 1988-89, Toni became the International Studies Resource Teacher. She has developed a unique program that provides resources to classroom teachers (from games and information sheets to speakers from other countries) to enhance the curriculum through international studies. She also teaches French in the curricular foreign language program in grades 1-4 in Ankeny.

Toni received her elementary school foreign language certification through Iowa State University, where she also was the lead teacher in the first summer foreign language program for children that is part of the Summer FLES Institute. She has participated in two grants between Ankeny Community Schools and Iowa State University (**Editor:** see "Communication Bridges Developed through Iowa Project", V1 (3) **Iowa Fles Newsletter** and "Integrate Global Education into Your FLES Program" in this issue). She has also authored two articles in the **Iowa FLES Newsletter:** "From Extracurricular to Curricular FLES: The Giant Step", V2 (3) and "Beyond Art--A Language and Culture Unit for Fifth and Sixth Grades" V5 (1).

Second Grade from page 5

2. Our science program had several multiple choice quizzes based on pictures, since many of the children don't read very well yet. I made transparencies of these and the kids made a set of three flashcards (A, B and C). I would ask a question based on the transparency sketches. For example, a series of pictures of a growing puppy, a growing plant, a pupa, a chrysalis, a butterfly--"Which shows stages of metamorphosis?" On my signal each child would hold up the card indicating his or her answer.

3. During class discussions a student who had a response ready put a fist with a raised thumb on a knee or desk. Somehow that was less disruptive and less intimidating to the others than a waving arm. I could wait longer before choosing someone to answer.

4. **Pense/Partenaire/Partage** (Think/Pair/Share) from the thinking skills movement was also useful. I would point to my head and watch the clock after asking a question. After 30 seconds of reflection, kids told a partner what they had been thinking. I would then ask individuals to tell the class what their partners had said.

Choosing What to Teach

There was a huge ringbinder full of objectives and techniques and suggestions for materials for each of the content areas: reading, writing, listening, speaking, social studies, math, science. Unfortunately they were based on the wealth of materials available in English, and had to be adapted or redone to conform to the materials we had available in French.

Finally I isolated the major points in each of the guides and tried to integrate them as much as possible. For example, we made a slide show of the neighborhoods near our school. I took the slides. The kids then wrote captions for each one to describe residential, commercial, and industrial areas. That took care of a social studies objective as well as several language arts areas.

To meet the science objective concerning metamorphosis we raised and studied mealworms (science), wrote about them in our journals (language arts), imitated the way they walked (P.E.), and drew charts and wrote and solved story problems (math).

This constant battle to get everything into the school day is one of the main arguments for a content-based curriculum for FLES. A large body of research on Canadian immersion programs shows that their students eventually score as well as or better than students who study in native language programs. In effect, the immersion experience is like getting something for nothing. Students lose nothing academically and gain a second language. FLES programs could produce similar results--adding something without taking away anything--if they could be built around the existing curriculum.

Finding Ways to Teach

Instead of teaching colors separately, we can combine them with shapes (circle, square, triangle) and practice the math objective of continuing repeating patterns.

Continued on page 8

Integrate Global Education into Your FLES Program

Iowa is the first state in the nation to have a global education mandate for all subject matter areas and for all levels. Elementary school foreign language teachers should be able to provide valuable assistance to the school district in implementing this global standard. They are often the only person on the staff who can speak another language and who has studied and observed first-hand another culture. Yet in the results of the 1988 questionnaire, only 47% of Iowa's elementary school foreign language programs reported an emphasis on culture in their programs, and none noted that they deal with global education or global issues (Rosenbusch, M. & Robinson, S. "Iowa Elementary School Foreign Language Programs: A Report on the Current Status," in Iowa FLES Newsletter, 4 3.)

To help elementary school foreign language teachers participate in meeting the global education mandate, the goals of the 1989 Summer FLES Institute held at Iowa State University included the following: 1) to research the area of global education, 2) to develop global education units for elementary school foreign language classes, 3) to pilot the units in the children's foreign language classes that are part of the Institute, and 4) to make these units available to Iowa teachers. This project was funded by a grant from the State Board of Regents, Title II Education for Economic Security Act of 1984.

Many consultants helped invaluably with the project, but key to defining the focus of the project was Dr. Thomas Weible, currently Associate Dean, College of Education University of Maryland, College Park, Maryland, and who was at that time Chair of the Department of Elementary Education at Iowa State University. Instead of describing the culture and comparing and contrasting it with that of the USA, it was decided to focus the units on the global issues of hunger, housing, pollution, and changing family roles.

Three sets of units were developed, each of which focuses on a geographical area, a foreign language, and global issue/s. Although the units utilize a foreign language in teaching most concepts, a translation is included to allow the classroom teacher who does not know the language to teach the activities in English. Also, foreign language teachers can teach about an issue and geographical area different from that of their target language by translating the English to their target language.

The **French West Africa** units utilize French and were prepared for children in grades 1-3. In these units students are introduced to the geographical location and a brief history of French West Africa. The differences in structure between U.S. and African families are examined and students explore the changes in the roles of children that have resulted from migrations from rural to urban settings. They also dramatize some aspects of children's lives in Africa and prepare and eat typical foods from the region. Activity plans, games, authentic songs, folktales with patterns for flannelboard figures, are part of the unit. These units were prepared by Toni Baugher.

The units on the **Federal Republic of Germany** utilize German and were prepared for grades 4-6. Students explore and compare the geographical location, landforms, and population of the state of Iowa with the Federal Republic of Germany. Iowa farms, German farms, and Schraeber gardens (German allotment gardens) are contrasted. The problems of environmental pollution in Germany are examined and an experiment with acid rain is carried out by students on model Schraeber gardens. Activity plans, illustrations, and instructions for garden making; acid rain information and experiments; and an environment-friendly festival are included in the units. Chris Joslin prepared the German units.

The **Mexico** units were prepared for grades 1-3 and utilize Spanish. In these units students actively compare the geographical location, landforms, and climate of their town in Iowa and Acapulco, Mexico through dramatization and the creation of various models. Slides and a flannel board story are used to illustrate the lifestyle of Lilia, a daughter of a poor family in Acapulco, and to examine the problems of inadequate housing and hunger. Both issues are re-examined as students are introduced to the problems of housing and hunger that exist in Iowa and the services available to families in their own community. Activity plans, student maps, story and flannelboard patterns, and a recipe are included in the units. The Mexican units were prepared by Marcia Rosenbusch.

A copy of each of the three sets of units has been sent to the Media Directors of all Iowa Area Education Agencies (AEAs). The media directors have permission to make copies of the units for classroom use by teachers within their AEA. Each of the sets of units utilizes slides in some of the activities. Two copies of the slides, together with a copy of the units, have been placed in the Cooperative Network of Inservice Resources (CNIR), 210 South 12th Avenue, Marshalltown, Iowa 50158. Telephone: 1-800-542-7821. The slides may be borrowed from CNIR and copied for classroom use. For AEAs not connected with CNIR, the AEA media director can obtain a copy of the slides (for the cost of copying and mailing the slides) from Dr. Marcia Rosenbusch, Department of Foreign Languages and Literatures, Iowa State University, Ames, Iowa 50011. Telephone: (515) 294-4046.

It is hoped that these units will encourage elementary school foreign language teachers to become active participants in meeting the global education mandate in their schools and in helping Iowa's children develop a global perspective.

Second Grade from page 6

For example: Day 1: **Découpe trois triangles-rouges, un grand, un petit, et un moyen** (Cut three red triangles, a big, a little, and a medium size one). **Montre-moi/touche/donne-moi/regarde/mange le grand** (Show me/touch/give me/look at/eat/the big one, etc.). Day 4: **Découpe trois carrés verts** (Cut three green squares). **Fais un ensemble de petites formes, de formes vertes, de triangles** (Make a group of small shapes, of green forms, of triangles). **Combien en as-tu dans chaque ensemble** (How many do you have in each pattern)? Day 6: **Découpe trois ronds jaunes** (Cut three yellow circles). **Montre-moi une serie avec un petit triangle, un grand rond, et un carre moyen** (Show me a series with a small triangle, a big circle, and a medium-sized square). **De quelle couleur es ton triangle** (What color is your triangle)?

Include a loop or two of yarn and we can work on set theory. **Fais un ensemble de tous les carre, toutes les formes vertes, etc.** (Make a pattern of all of the squares, of all of the green shapes, etc.). To make a game, write on the board the name of the person who finishes third, or sixth, or whatever, for each round of commands and give it a big star.

Helena Curtain and Carol Ann Pesola did a super presentation at the Central States conference last spring based on social studies. They had large maps of each of the continents posted on the walls and used them to teach the names of the continents, then the names and locations of various countries using TPR responses. They had found postcards of the flags of various countries at the UN (but kids could also make flags as a homework assignment). They used their cards with the maps to practice colors as well as countries' names and locations.

Kids study **Peter and the Wolf** in music classes. It's available on cassette in French and could be exploited in lots of ways. Kids could make construction paper costumes (wings for the bird, ears for the wolf, a beak for the duck, etc.) After everyone had donned a costume, the class could guess identities. As the tape was played individuals could stand and give a characteristic action when they heard their themes. This could be a occasion for learning the names of animals, the parts of their bodies, names of their homes, verbs to describe the way each moves, or adjectives to describe their personalities.

We Need Help

In the immersion program I often found I had to turn to the French/English dictionary. I had never before had a reason to learn how to say "plunger" or "mealworm." But I found that referring to a French text on a topic, say "bees," was a lot more efficient than using a dictionary to check the gender of "hive" and "wax" or to find the words to describe the roles of all the members of the hive.

In order for us teachers to learn the vocabulary and authentic language we need to integrate FLES, it would be helpful to build a library of teachers' materials published in foreign languages for each of the content areas. For instance, Canadian publishers produce teachers' editions of their French classroom materials. Scholastic has a French paperback book club that occasionally offers things for teachers. Such a library might be gathered through the AEAs, the Lab School, or the state consultant's office.

Math and science seem to be especially rich areas for us, since they aren't so dependent on large chunks of language as social studies or reading. But, given our literary backgrounds, they're also the areas in which we're most likely to need support.

Immersion teachers often feel as though they are constantly reinventing the wheel because programs are scattered throughout the U.S. and it is difficult to share what they are producing. One thing that might be helpful here in Iowa (and elsewhere, for that matter) would be to isolate concepts and content in the general elementary curriculum that would be particularly fruitful for exploitation in FLES classes.

Elementary school teachers are a special breed, and one to which our society owes a tremendous debt. Few people are as patient, hardworking, and selfless. My three years at Oak View were, indeed, the hardest I've ever been through, but they were also the most rewarding. We learned a lot.

FLES Institute from page 3

global education. Global curriculum materials developed during the 1989 Summer FLES Institute have been received with enthusiasm by foreign language professionals in state, regional, and national conference presentations.

This summer's program will begin June 11 and end July 6. As of this date, no grant funds are available through the Institute to help participants with tuition and expenses. For funding or other information and an application form, contact: **Dr. Marcia H. Rosenbusch, Department of Foreign Languages and Literatures, 300 Pearson Hall, Iowa State University, Ames, Iowa 50011. Telephone (515) 294-4046.**

FLES Reviews . . .

Reviews of literature and materials of interest to FLES teachers are included in each issue. Although the reviews have been divided into French, German, and Spanish, you will find material of interest to all FLES teachers in each section as well as language specific material. If you are acquainted with FLES materials, books or articles that would be of interest to other FLES teachers please send information about them to the appropriate reviewer. If these materials are not available in your public library you can request them on interlibrary loan. Addresses and telephone numbers are included when possible for commercially available materials.

FRENCH: Donna Grundstad, 1814 Flatiron Avenue,
Iowa City, Iowa 52240.
GERMAN: Chris Joslin, 2612 38th Street,
Des Moines, Ioea 50310
SPANISH: Leslie Schrier, 814 Independence,
Pella, Iowa 50219.

FRENCH

Thames Television (Producer). (1987). **Living in France: A school day** (Film). San Diego, CA: The Media Guild.

This 16mm film follows a nine-year-old French boy through a typical day: at school, with friends, and with family. The film provides a wonderful basis for cultural comparison as it shows the details of everyday life for a child in France. The narration is in English, but you'll overhear conversations in French. The film may be purchased or rented separately or as part of a 9-film series entitled **"Living in Europe"**. Check your AEA for availability.

Curriculum Committee of the FLEAMS Project, Hoffman, E.R. (Project Director). (1989). **French Curriculum.** Denver, CO.: University of Denver. Available from Dr. Eleanor R. Hoffman, Project Director, Dept. of Foreign Languages and Literatures, University of Denver, University Park, Denver, CO 80208. $25.00.

This curriculum guide contains six units of beginning French to be used with elementary or middle school students. The program emphasizes comprehension of oral language as it combines the methodologies of Total Physical Response and the Natural Approach.

This curriculum appears to be quite flexible due to its unit format. The dinosaur theme will catch the interest of the students and encourages re-entry of the material learned. Each unit consists of an outline, including goals stated in terms of expected student behavior, a list of vocabulary and expressions, an evaluation check list, and many activities. The activity descriptions include patterns for easy-to-make visual and manipulative materials. Variations of the activities are also suggested. Each unit also includes a chart that references each of the activities for language skills, thinking skills, and content-based instruction. The wide variety of creative activities described in this guide would provide a lively supplement to any program.

This curriculum project is also available in Spanish, German, and Japanese. (Units seven to twelve will be published in 1989-90.)

GERMAN

Barr Harrison, P. and Kennedy, D. (1986). **ICAL (International Culture and Language) German.** Upper Marlboro, MD: Prince George's County Public Schools. Available from the authors' school at 14201 School Lane, Upper Marlboro, MD 20772.

The aim of the ICAL series, which also includes Spanish, French, Russian, Japanese and Italian, is to give second, third, and fourth grade students an opportunity to expand their awareness and linguistic background through a study of another culture and to augment their social studies program. The language learnirg is limited to greetings, numbers, foods, and clothing. The cultural information is more extensive and includes information on major cities, German foods with recipes, clothing, holidays, and customs. Some handouts are reproduced from high school texts and tend to be too dark to distinguish the details in the photographs. There is also inclusion of some grammatical instructions that obviously are not intended for elementary students. As a tool for a cultural "experience" the information included in the German curriculum is very comprehensive and would make a very useful resource for FLES teachers.

SPANISH

Learning Stations Packets. (1988). Madison WI. SUMO Publishers. (Available from SUMO Publishers 1005 Debra Lane, Madison, WI, $5.75 per packet)

SUMO Publishers was formed by A group of foreign language teachers who wanted to market their successful classroom materials. Of particular use for the FLES instructor are the **Learning Station Packets** which are supplementary materials designed to individualize foreign language learning in the classroom.

The packets are available in Spanish, French and German and are divided into teacher pages and student pages. The teacher pages offer suggestions for the possible uses of each activity. The student pages include masters for worksheets, quizzes, tests, transparencies, bulletin boards, card games, and other learning aides.

Continued on page 10

The topics of the packets are: city, numbers, pronunciation, and question-making. In the city packet there are an assortment of activities dealing with transportation, shopping, and the home. The number packet contains a variety of oral and written activities to implement the use of numbers in the foreign language. In the question-making packet there are activities to motivate question-asking by the student. The pronunciation packet activities (not available in German), stress minimal pair and discrete vowel identification exercises [i.e., hombre/hambre].

These packets can be used in work centers around the classroom so that students can progress at their own speed. In this way the packets can provide an excellent means of active involvement of the students while saving valuable teacher preparation time.

Editor's Note All persons interested or involved in elementary foreign language teaching are urged to send news items or articles to the editor Submission deadline for the Spring 1990 issue is March 1, 1990

Jointly funded by the College of Education and the College of Sciences and Humanities of Iowa State University, the Iowa Department of Education, and the Iowa Foreign Language Association

Published under the auspices of the Department of Foreign Languages and Literatures, Iowa State University

Van Bergen Chosen "Best of Iowa"

Alicia Van Bergen's presentation, "Celebrating the Day of the Dead," was named the best presentation at the 1989 Iowa Foreign Language Association (IFLA) Conference held in Ames last October. Conference participants filled out evaluation forms for each session that they attended. Van Bergen's session received the highest rating of all of the sessions at the conference.

Van Bergen will represent Iowa at the Central States Conference (CSC) in Minneapolis, March 15-17, 1990, at which she will present her session to CSC conference participants. She received a $250 award from IFLA to help meet conference expenses at Central States.

Van Bergen teaches Spanish at Gilbert High School where she has built an exemplary foreign language program. She attended the Iowa State University Summer FLES Institute in the summer of 1988 and is now certified K-12. A successful advocate for elementary school foreign language programs, this school year Van Bergen initiated and teaches a curricular program for Gilbert students in grades five and six.

Congratulations to Alicia on her "Best of Iowa" award! Her excellence as a foreign language teacher is appreciated by all who know her work.

Marcia H. Rosenbusch, Editor
Iowa FLES Newsletter
300 Pearson Hall
Iowa State University
Ames, Iowa 50011

IOWA**FLES**NEWSLETTER
A newsletter for teachers of Foreign Language in the Elementary School
Volume 6, Number 1 Spring 1990

On Becoming an Elementary School Foreign Language Teacher

Leslie L. Schrier
Assistant Professor
Curriculum and Instruction
Spanish and Portuguese
The University of Iowa

Being a foreign language teacher in an elementary school is in many ways unique within the foreign language teaching profession. Becoming an elementary foreign language teacher is a different process from that which other foreign language teachers experience, as well. This reality can be found in the content area itself, foreign language, and within the environment in which the subject is taught, the elementary school.

This article presents issues that should be addressed by the professional teacher preparation programs that develop elementary school foreign language teachers. The principal thesis is that the majority of foreign language teacher preparation programs need to identify the necessary pedagogical knowledge a foreign language teacher should possess in order to function effectively in the elementary classroom. Ignoring this unique knowledge base can affect the foreign language in elementary school (FLES) curriculum designs and might eventually have negative results on the future success of foreign language instruction in the nation's elementary schools.

Changing Knowledge Base

It is of critical importance for foreign language teacher educators to define the content and hence the focus of the elementary school foreign language teacher preparation programs in the following areas: (a) the pedagogical knowledge an elementary school foreign language teacher must have to function effectively in his or her teaching environment; (b) to decide whether or not this pedagogical knowledge needs to be combined with syntactic knowledge on second language learning theories, as well as; (c) subject matter beliefs that can be exemplified in a teacher's knowledge of the research on the optimum age for second language acquisition.

Pedagogical Knowledge Base: It is essential for foreign language teacher educators to examine both the depth and breadth of the pedagogical knowledge construct if the development of elementary school foreign language teachers is to be better understood and influenced. The depth of the pedagogical subject matter knowledge refers to components and complexities within the actual knowledge of the foreign

continued on page 2

The Editor Writes . . .

The Iowa FLES Newsletter has a new look! Perhaps this is a good way to celebrate the five years of publication that were completed with the last issue. Other than the new format, which is due to the new computers and printers in the Iowa State University Department of Foreign Languages and Literatures, no radical changes are planned for the newsletter as it begins its sixth year.

The Editor, however, is always open to suggestions and ideas for articles and other information that could be included in the newsletter. In this issue the article by Roselyn Harbart is one that the author herself offered to write. If you have an idea for an article about your FLES program, or about a unit, or just an activity, that you have used successfully--contact the Editor. Other FLES teachers in Iowa will be glad you did!

Summer Opportunities at Drake

Drake University will offer a five week summer program leading to elementary school foreign language certification in French, German, and Spanish from June 4 - July 6 at 8:00 a.m. - 1:00 p.m. Monday - Friday. The courses included in this program are:

Methods in Elementary Foreign Language Teaching - Exposure to theory, psychology, linguistics, methodology and curricula of FLES, FLEX, and Immersion programs. 3 hrs.(U,G).
Practicum in Elementary Foreign Language Teaching - Actual teaching experience in Drake's Foreign Language for the Young summer program implementing techniques and theory learned in the Elementary Foreign Language Methods course. 3 hrs. (U,G).

To update and improve teachers skills in French, German and Spanish, the following courses will be available:

French Phonetics: Pronunciation, Fluency, Diction - Course designed to provide intensive training in French phonetics. Emphasis on development of correct pronunciation, diction, fluency, and intonation. Technical and practical exercises. 3 hrs. (U,G).
Advanced Conversation (German) - An intensive oral communications course that will stress creative self-expression and effective argumentation and exchange of opinion. 3 hrs. (U,G).
Civilization Topics (Spanish) - The study of certain aspects of Spanish civilization, historical background, music, art and architecture that will help the student relate to the Spanish literary studies. 3 hrs. (U,G).

Please call (515) 271-2149 if you have questions about these courses and for registration information.

Foreign Language Teacher from page 1

language being taught. It refers, for example, to the richness of examples of each element of the foreign language that the teacher possesses as well as the quality and quantity of links the teacher can make among elements within the discipline. The breadth of pedagogical knowledge implies the ability, possibly unique in good teachers, to understand the subject on other people's terms and the ability to influence other people's understanding and proficiency with the foreign language.

Syntactic Knowledge Base: The methodology of research within the foreign language education profession is diverse and varies among branches within the discipline. How preservice and inservice elementary school foreign language teachers perceive the growth of new knowledge in their field taking place may well influence how they organize their classroom instruction. This is their syntactic knowledge base. How they see this process working is most likely linked with what they define the discipline to be (based on their own personal content knowledge) and what intellectual questions they perceive the discipline to be answering.

The first danger that faces prospective teachers and their teacher educators is a lack of knowledge of syntactic structures. Case studies in other teaching domains have provided evidence of missing syntactic structures. For example, a prospective social studies teacher who was an undergraduate political science major demonstrated a lack of awareness of the syntactic structures of history (Wilson, 1989). In foreign language education the syntactic structures of the discipline need to be articulated more fully. In *The Teaching of French, A Syllabus of Competence* (AATF, 1989) several syntactic structures for knowledge of foreign cultures are summarized. Other syntactic structures for foreign language discipline come primarily from a range of studies within linguistics, literary criticism, and history. Prospective teachers frequently come to the profession with only a rudimentary knowledge of the syntactic structures of any branch of their discipline and often with a subset of possible syntactic structures. Grossman (1987) details the instructional outcomes in English education of two new teachers who differ in their outlook on syntactic structures of literature: one teacher who saw the text as central to the process of literary interpretation and another teacher who considered the reader's response to literature to be the key of literary understanding. These different orientations are shown to generate differences in motivations to teach, selection of content to teach, structuring of classroom activities, and responses to teacher education.

Limitations of the syntactic knowledge of the teacher have direct consequences on the learning of the students. Lack of syntactic knowledge leads to failure to incorporate this knowledge within the teacher's own lessons. The net result may be a misrepresentation to students of what the discipline is. If the prospective teacher sees the syntactic structure of cultural studies to be the collection of facts, his or her students will be presented with a staid set of facts. If cultural studies are seen to come from field study and contrastive analysis, the classroom may include collecting data from penpal letters regarding similarities and differences in native/target culture

Continued on page 5

FACILITATING FLES

Roselyn M. Harbart
French Teacher
Mt. Olive Lutheran School
Des Moines, Iowa

Acknowledging the information that America is losing out globally due to its lack of foreign language competence and that, for native-like fluency, children should begin serious foreign language study before puberty, the problem that now presents itself is how to best incorporate foreign language into the elementary school classroom.

Even if monies are available, it has been my observation that there is a reluctance on the part of elementary school teachers to add one more program to the already bulging bag of subjects. Their viewpoint is, "Too much to teach and too little time to do it!" Having worked with elementary school teachers I can attest to their dilemma. One cannot blame them for resisting one more subject, a subject that many of them, as well as many educators and parents, regard as a frill.

Obviously, those of us in the field know that foreign language is not a frill. Citing facts and studies to those who need convincing, however, is only a partial answer. If we are to successfully incorporate foreign language into our schools, it must be done by means of convincing elementary school teachers that a foreign language does not detract from their curriculum, rather, it enhances and supports it.

Let me cite an example. In kindergarten, students need to be able to work with numbers up to 10, color within lines, cut on lines, know their colors, and recognize the letters of the alphabet. Thus, anything the foreign language curriculum can do to develop these skills is reinforcing the elementary school teacher's work. When I give kindergartners a drawing of the French flag and say, *Colorez la première partie bleue, la deuxième partie blanche et la troisième partie rouge* (Color the first part blue, the second part white, and the third part red), we are working not only on learning French culture, but also on colors, coloring within lines, and listening skills. If we further *coupez* (cut) and *collez* (paste) we are also working on those skills. (For those removed from elementary school days, there is a definite skill to pasting!)

At Mt. Olive Lutheran School in Des Moines where I teach we have begun a program whereby eventually K-8 will have foreign language instruction. Initially begun in seventh and eighth grades, each year a level is being added from kindergarten upward. At present our school is one of the few public or private schools in the state of Iowa to take seriously a strong commitment to foreign language instruction.

At the program's inception, as a newly certified elementary school foreign language teacher, I went into the classroom with my curriculum and many ideas. After five years I still have ideas but many have changed. I still have my curriculum, but it has been greatly modified.

One of the positive aspects about our school foreign language program is that up to the seventh grade the students do not receive a grade in French. Thus, French is a very non-threatening activity whereby even slow students get many *excellents* (excellents) or *bien faits* (well dones) since students are not in competition with each other. Amazingly, the slower students frequently have excellent pronunciation!

Another advantage of this program is that we have no final end point at which we must arrive. Even though I have a definite curriculum, there is great flexibility. For example, in first grade we review the numbers 1-10 and add 11-20. However, if the group only thoroughly learns up to 15, *n'importe pas* (it doesn't matter). I am convinced that the main goal should not be how much vocabulary can be poured into them, but how much they can hear and speak the language without fear.

Through classroom observations I try to tune into where the various teachers are in their curriculum. Frequently this means I must have a willingness to change ideas and tactics on the spot. If I come into a room where the children have been cutting and pasting and they have a mess on their desks, rather than take five minutes of our French time for cleanup, we sit in a circle and review songs or learn a new song, leaving my coloring project until the next class time. This change in activity also works well because it offers a change of pace for the children---and this is so necessary in working with younger children. Thus, I must have in my head several alternative ideas--just in case.

As I said before, seeking to reinforce the elementary school teachers' curriculum is very important. Insects are not a part of my vocabulary list for kindergarten, however, the kindergarten teacher, does an excellent unit on insects. Thus, this year, I will also teach insect vocabulary when she does her unit.

One day the first grade teacher, was teaching the days of the week when I arrived. She volunteered to put the French words for the days of the week on her chart. I dropped my original plan and taught a French song reinforcing the days of the week.

The second grade teacher has become a French student with her class. She takes notes, does worksheets with the

Continued on page 8

Great Ideas from Central States

Jane Klaver
French and Spanish Teacher
Webster City Junior High
Webster City, Iowa

Jane Klaver attended her first Central States Conference on the Teaching of Foreign Languages in Minneapolis in March, 1990. She shares impressions of her favorite sessions in the following article.--ED.

Session: Total Physical Fun.
Presenter: Jo Ann Olliphant, The Language School, Washington.

At last I have someone's permission to talk out loud to myself--in the second language, of course! Olliphant considers this one of those small details of indirect learning that are part of "the creation of a stress-free, cooperative environment with movement, high interest, and multisensory activities."

The establishment of a caring and cooperative atmosphere in the classroom may mean speaking to the students in English before the first lesson to reassure them that they will not understand everything that they hear. The building of a trusting relationship could also include visiting the classroom before the students have you as a teacher.

Hearing and seeing have been used extensively in the second language classroom, but touching has been the most neglected sense. Olliphant believes that if you don't have a manipulative (object or picture), you shouldn't teach a noun. During her presentation she led us in activities that included tasting and smelling also.

The main focus of her presentation was on chain-relay activities in which teams of seven to ten students participate in assigned activities. The teacher first orients the teams to their tasks. Two of the teams participate in nonverbal relay activities following instructions written on the blackboard or on notecards. Their activities do not require close teacher attention. For example, each member of one team may be instructed to put on a specified clothing item, or to draw on the blackboard a specified body part.

The speaking team also participates in a relay activity. Each member of this team receives an object or a picture. A question is relayed from one team member to the next in line, for example, "What do you have?" The receiver responds to the question according to the object he or she has, for example, "I have a boat," then passes the question on to the next team member.

After the last team member speaks, he or she yells, "Stop" to the non-speakers. Points are scored only by the non-speaking teams as they tell the class in the second language what they have drawn or put on. The team activities are rotated--the speaking roles goes to a different team and the game starts over until every student has had a speaking turn.

This session was very entertaining and informative and sparked my interest in attending a workshop in Seattle, Washington, where Olliphant will be one of the master teachers giving the presentation (See *TPR/Comprehension Based Workshop Offered*). Olliphant will also soon be publishing a book on strategies and activities for learning through cooperative play.

Session: Successful FLES Methods for the Secondary Classroom.
Presenter: Dena Bachman, Blue Valley North High School, Kansas.

In this session I learned three things that would work well for a FLES class. 1. Teach emotions and feelings--even though you combine the often confusing *avoir/être* (to have/to be) or *ser/estar/tener* (to be/to be/ to have). 2. Draw a large touch-tone phone, allowing students to touch the numbers to call their own telephone number while they say the numbers out loud. 3. Good listening activities can include culture by using *Masterpieces: A coloring book*. The pictures in this coloring book are simplified from the masterpieces of art. The various parts of a picture could be numbered and the colors that correspond to the numbers could be given orally. This book is available from Running Press, 125 South 22nd St. Philadelphia, PA 19103.

TPR/Comprehension Based Workshop Offered

Seattle Pacific University is offering a practical workshop demonstrating how language is acquired and how to present language instruction in logical sequences based on comprehension. The featured speaker is Dr. James J. Asher, who will present the theory and practice of Total Physical Response (TPR). Master teachers from across the nation will also present at the workshop, including Joann Olliphant (see *Great Ideas From Central States* in this issue). An "Administrator's Corner" featuring a high school principal will answer question administrators may have about comprehension-based programs, as well as questions from participants about how to gain administrative support. Registration is $195 and room and board is $160. Two credits are available for the workshop at $27 per credit. The workshop will be held August 2-6, 1990, in Seattle, Washington. For more information contact: Joan Eling, Registrar, CBTT, 21801 44th Ave. W., Mountlake Terrace, WA 98043.

Foreign Language Teacher from page 2

school systems. If second language acquisition is seen as a process based on Krashen's Monitor Model (1976), the classroom teacher would reflect this second language acquisition theory in his or her language teaching approach and would present his or her students with language that would assumed to be **acquired** and structures that would be **learned**. If second language acquisition is viewed through the variable acquisition model (Ellis, 1986), the classroom language teacher would present lessons that would allow for individual student differences in language learning.

A second consequence of limited syntactical knowledge is the inability to learn new information on the part of the teacher. The teacher who views foreign culture as a static set of facts will be increasingly left behind as the target culture continues to change and to evolve. Without an awareness of syntactic structures, the new teacher will be unable to evaluate the legitimacy of various claims about the culture with consequences in such areas as textbook evaluation and the evaluation of his or her students' own hypotheses and conclusions about the facts they have learned.

These difficulties will arise in all domains of the discipline, of course, not just in culture. As the language itself changes, the teacher as student of the language needs to stay informed. As new linguistic research is added to the "natural order" debate of language acquisition, the teacher needs some understanding to evaluate the strength of the evidence. An awareness of how new knowledge is brought into the field will influence the new teachers and how they in turn influence their students.

Beliefs about Subject Matter: The final dimension in the changing knowledge base in foreign language education, belief about subject matter, may be difficult to differentiate from the other components of subject matter knowledge. For the foreign language teacher in the elementary school, however, it is often exemplified by an oversimplistic belief that children learn languages better than adults or adolescents. The "folk psychology" as Snow (1983) implies might have had some responsibility for the failure of the early FLES programs in the 1960s. If this "folk" tale is not properly addressed by the foreign language teacher educator in the preservice or inservice preparation of the foreign language teacher, the possible failure of FLES in the 1990s may prove that history is indeed cyclical.

Conclusion

Once the foreign language education profession begins to define the necessary knowledge base the new foreign language teacher in the elementary school needs to have, the future off effective FLES instruction and articulation to secondary school curricula will be quite bright. If in the near future, the profession does not fully articulate and research these pedagogical knowledge constructs many positive gains made by this area of foreign language instruction will be lost.

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FLES Reviews . . .

Reviews of literature and materials of interest to FLES teachers are included in each issue. Although the reviews have been divided into French, German, and Spanish, you will find material of interest to all FLES teachers in each section as well as language specific material. If you are acquainted with FLES materials, books or articles that would be on interest to other FLES teachers please send information about them to the appropriate reviewer.

FRENCH: Donna Grundstad, 1814 Flatiron Avenue,
Iowa City, Iowa 52240.
GERMAN: Chris Joslin, 2612 38th Street,
Des Moines, Iowa 50010.
SPANISH: Leslie Schrier, 814 Independence,
Pella, Iowa 50219.

FRENCH

MacArthur, B. (1989). *Sing, Dance, Laugh, and Eat Quiche 2*. Janesville, WI: Barbara MacArthur. Available at $17.95 from Sign, Dance, Laugh, and Eat Quiche, 6945 Hwy. 14 East, Janesville, WI 53546.

Looking for "La Marseillaise" in a singable range? Action songs? A script for a play of "La Petite Poule Rouge?" All that and more can be found in *Sing, Dance, Laugh, and Eat Quiche 2*. This 35-page book and accompanying 60-minute audio cassette are sure to liven up a FLES classroom. A free catalog of very entertaining materials is also available.

Lavenir, C. & Picon, D. (1989). *Des Fêtes Tricolores*. Paris: Editions Fleurus. Available at $9.50 from the Kiosk, 19223 De Havilland Drive, Saratoga, CA 95070.

This 48-page book contains patterns and directions for a wide variety of projects related to the French Revolution and celebrating the French national holiday. Directions are included for costumes, game materials, refreshments, and even a guillotine!

GERMAN

JUGENDMAGAZIN, Felten Medien Concept KG, Köln, BRD (Cologne West Germany)

Jugendmagazin is a quarterly publication in German for junior and senior high school students that is available free-of-charge in multiple copies to teachers of German. Although the information in the magazine is oriented towards older students, there are many ways the magazine could be used by elementary school German teachers.

The forty-eight page magazine (formerly *Jugend Scala*) uses full-color, high quality photographs and drawings to illustrate articles about the daily lives of students in West Germany. There are also exciting articles on what is new in the arts (rock music, theatre, and graphic art), technology (transportation, pollution, computers), and political events, such as the recent influx of East Germans. There are also articles that focus on international understanding, such as interviews with students in Moscow and West German-Yugoslavian student exchanges. usually a two-page poster for the classroom, poetry, songs, and short stories are included.

The elementary school German teacher can use the magazine for background information about cultural and current events in Germany. The articles can be simplified and the photos can be used to spark conversation. For example, recently a short article accompanied by photographs explained the legend of how an ancient oak tree helped young women find husbands. The young women attached letters about themselves to the tree and the young men would read them. Today young people from all over the world who seek pen-pals mail letters to the tree which is located in a forest in Schleswig-Holstein. The tree is part of a regular mail route and the letters are actually delivered to the tree.

This article could be used by the elementary school German teacher in conjunction with a letter-writing unit, Valentine's Day, or a unit on legends. The class could write letters to a "tree" in the classroom or a tree in the community or they could write to the original tree in Germany to see if they could establish pen-pals themselves.

The *Theory, Information, and Praxis* (TIP) booklet, which the teacher receives together with the magazines, also contains many activities that can be adapted for elementary students. An example from the October, 1989, issue is an easy vocabulary song to the tune of *Clementine*, which is about a visit to a doctor. The booklet also contains classroom exercises, games, background information, and teaching hints. Most activities are geared for high school classes but some could be adapted for younger students.

To order *Jugendmagazin*, write to the following address. Include the number of copies you wish to receive as well as the name and address of your school. The magazines will be sent directly to your school four times a year at no cost. **Felten Medien Concept, Redakion Jugendmagazin, Leser-Umfrage, Oberlander Ufer 180-182, D-5000 Köln 51, West German-BDR**.

SPANISH

Lamb, C. (1988). *Create with Garfield!* [Computer program]. Allen, TX: DLM Teaching Resources. Available for use on Apple or IBM PC compatibles.

Continued on page 7

Waterloo and UNI form Partnership for FLES

Carol Boyce
Gifted Education Department
Waterloo, Iowa

The impact of today's global society has resulted in an increased awareness of the need for foreign language instruction in our elementary schools. The Governor's Task Force on Foreign Language Studies and International Education (1983) makes a strong statement in support of early second language learning, beginning in kindergarten and extending through college and beyond.

To address this issue, the Waterloo School's Gifted Education Department has entered into a unique partnership with the University of Northern Iowa Modern Language Department. The program began in 1984 with six university students participating in six elementary buildings. In the spring semester, 1990, twenty five UNI students taught French, Spanish, or German to approximately 375 elementary and intermediate students in seventeen buildings. A broad base of support for the program has developed at the university, in the Waterloo Schools, and with students and parents involved in the program.

Dr. Nile Vernon coordinates the program at the university level by recruiting interested students and arranging schedules. Each student receives one hour of credit from UNI and a $50 honorarium from the Waterloo School District.

The Gifted Education Department surveys the Waterloo staff, compiles requests, and conducts a one hour training session to familiarize UNI students with materials, program expectations, and discipline policies. French, Spanish, and German curriculum guides purchased from the Iowa City School District provide a sequential model for university students to use as a basis for instruction.

Various programming options are utilized depending upon the needs of the staff in each building. Pull-out programs continue to be popular, but after school groups are becoming more common. Perhaps the most effective method is whole class instruction at a particular grade level. This method guarantees that every child who attends that school will receive at least ten weeks of foreign language instruction.

The Gifted Education Department has also been instrumental in obtaining grants for increasing elementary school foreign language instruction. The first grant provided the development of much needed materials for use by UNI students. The second grant has encouraged the study of methods and programming options for increasing the offerings of foreign language in the Waterloo elementary and intermediate buildings.

The understanding of other cultures and languages is a must for tomorrow's citizens in our global society. Until further options become available, this partnership with the University of Northern Iowa is an exciting beginning.

For more information contact: **Carol Boyce, Waterloo Schools Administration Building, 1516 Washington, Waterloo, IA 50702.**

FLES Reviews from Page 6

Create with Garfield! is a computer program that can be used very effectively in the elementary second language learning environment. There are over 34 different language-use activities found in the teacher's guide to this program and at least seven different activities suggested for mathematics.

One activity, the electronic comic option, has exciting possibilities for use in the FLES classroom. The teacher or learner may create many scenes of Garfield and his friends. A catalogue of phrases is available in both Spanish and English for your choice. Just click the phrases into the cartoon bubbles or, if you wish, you can author the phrases yourself.

Once the story is created the user can select an automatic display of the cartoons created. The cartoons are continuously displayed until the user presses ESC or turns off the computer. Early language learners can work in groups to design a series of ten or more scenes for an electric comic with sound! Students can select sounds that match up with the phrases or dialogues created. Such effects as footsteps, music, snoring, background noises, and eating sounds are possibilities.

Anderson, P. S. (1983). *Storytelling with the Flannel Board.* Minneapolis MN: Denison & Co.

Many pleasant surprises can be found for the Spanish teacher looking at generic materials to adapt for use in the elementary school foreign language classroom. One such surprise is found in *Storytelling with the Flannel Board.* Within this book are more than five different tell-aloud stories written in Spanish for elementary school children. This is a methodology book written for teachers wishing to include oral story telling as part of their curriculum. There are black-lined figure to help illustrate each story, a section on how to be an effective story teller, and even a chapter on how to make a flannel board. For the Spanish teacher *Los Zapatitos Rojos* is a wonderful story to reinforce the use of vocabulary related to colors and clothing. Other enticing titles are *El calendario de los delantales*, *La merienda invernal*, and *La flor navideña de Pedro*. There are three volumes in this series, unfortunately only Volume I contains stories written in Spanish.

Facilitating FLES from Page 3

students, tries the pronunciation, and takes part in the games and quizzes. Her participation has a great impact on her students, especially the struggling ones, who see their teacher voluntarily struggling also.

Calling on the talents of the various teachers can help the foreign language teacher in his or her weaker areas. For example, the fourth grade teacher is excellent in music. Her assistance in doing *canons* (rounds) is invaluable. Another teacher who is very talented in teaching literature took on *Les Misérables* with the junior high students this year.

From my experience, foreign language can and does enhance the regular classroom experience. At this point in time, since there are many who do not understand the necessity for an early exposure to foreign language, we who are either teachers or concerned individuals must try to implement early foreign language education. I believe this can best be done by trying to understand the needs of the elementary school teachers and by working with them.

In my case, my French program has been strengthened by working with the elementary school teachers. I realize that my situation has the advantage of an enlightened administration has the advantage of an enlightened administration and very gracious and creative teachers. I believe, however, that the need for comprehensive elementary school foreign language programs is so great, and the resistance so firm, that we as parents and educators must press schools to initiate such programs. As foreign language teachers we must be willing to explore the goals of the elementary school teachers and attune ourselves to them. We will then all be winners.

Don't forget to offer to do a session for the fall Iowa Foreign Language Association annual meeting to be held in Sioux City, October 5-6. For a conference proposal form, contact: Dave McAlpine, IFLA Program, Morningside College, 1501 Morningside Ave., Sioux City, IA 51106. Let's make this year's conference another excellent one for FLES teachers!

Editor's Note: All persons interested or involved in elementary foreign language teaching are urged to send news items or articles to the editor. Submission deadline for the Fall 1990 issue is July 30, 1990.

Jointly funded by the College of Education and the College of Sciences and Humanities of Iowa State University, the Iowa Department of Education, and the Iowa Foreign Language Association.

Published under the auspices of the Department of Foreign Languages and Literatures, Iowa State University.

Marcia H. Rosenbusch, Editor
Iowa FLES Newsletter
300 Pearson Hall
Iowa State University
Ames, Iowa 50011

IOWAFLESNEWSLETTER

A Newsletter for Teachers of Foreign Language in the Elementary School

Volume 6, Number 2 Fall 1990

A Nutrition-Based Foods Unit with a Global Perspective

Marian Greiman
Spanish and Home Economics Teacher
Klemme Community School

It is 11:00 a.m. Thursday morning of any week September through May. Visions of hamburger, fries, and hot fudge sundaes float lazily through the minds of many sixth grade students as they eagerly await the toll of the lunch bell. What could be more inviting than the opportunity to study and prepare food?

The bus arrives at your hotel on your first day in Guadalajara, Mexico. After depositing your bags, your group reassembles for some time on the town. The first question addressed to the group is....you guessed it "What and where should we eat?"

The rationale for this project is quite simple: people are interested in food. Familiarity with Mexican cuisine and the vocabulary to express one's culinary desires make a visit to Mexico or a Mexican restaurant a much more comfortable and enjoyable experience. Beyond these obvious reasons for studying the foods of Mexico lies a concern for the food choices being made by upper elementary school students.

Many students spend before and after school hours alone, independent from adult control and supervision. Many are responsible for selecting their own foods and also are responsible for the food choices of siblings or babysitting charges. Children need to acquire skills in planning balanced diets and need the benefits of nutritional food. No matter if the primary instructions comes from health class, home economics, or home; reinforcement is required!

This curriculum project is designed to include both cultural topics and content learning presented with a global perspective in the target language. The Natural Approach method of language acquisition (Krashen & Terrell, 1983) should be incorporated throughout the unit, except where English is indicated.

Continued on page 3

The Editor Writes...

The focus of this first issue of the newsletter for the 1990-91 school year is an appetizing one--it is on food! Two articles describe units on food developed by Iowa FLES teachers for use in their elementary school foreign language classes.

Marian Greiman's unique approach to a foods unit utilizes her expertise as both a home economics teacher and a Spanish teacher. She provides information on nutrition as well as a valuable example of how students can gain a global perspective in the FLES classroom, both of which will be extremely useful to teachers of all languages.

Al Bode offers an exciting finale to the foods unit he taught to a summer FLEX class—a visit to a local grocery store where students purchase foods in the second language that are then donated to a local food bank. Bode's creative approach is characteristic of his exciting high school, and now, elementary school foreign language program. He provides you with all the details you will need to teach this unit in your own program and with the language you teach.

Congratulation to both of these fine teachers! If you have an activity or unit you have developed that you would like to share with Iowa teachers, please contact the editor. Iowa FLES teachers will be enriched by your sharing.

Sioux City Hosts 1990 IFLA Conference

Plan to attend the Iowa Foreign Language Association (IFLA) annual conference in the Sioux City Convention Center, Sioux City, Iowa, on Friday and Saturday, October 5-6. Catch up on the news from your colleagues in Iowa and find out what teachers in Nebraska, South Dakota, and Minnesota are doing in their classrooms. Since Sioux City is so close to the borders of these three states, foreign language teachers from them have been encouraged to attend and present at the Iowa conference.

Gayle Yeska and Dave McAlpine, who are organizing the conference program, report that there will be a FLES networking session on Friday from 2:30 to 3:30. Since this hour does not conflict with other FLES sessions or with the language association meetings (AATG, etc.) it will be the perfect time to network with FLES teachers and share your successes, questions, and concerns.

Other sessions dealing specifically with FLES are:

The Filley FLES Project: A School/Community Interactive Language Program. Zoe Louton, Filley Consolidated Schools, Filley, NE. Friday, 11:00.
How to Develop Units for An Elementary School Program. Ideas that Work--And Some that Don't. Alicia Van Bergen, Gilbert Elementary School and High School, Gilbert, IA. Saturday, 10:00.
Infusing Global Education into the Elementary School Foreign Language Curriculum: Environmental Protection. Marcia Rosenbusch, Iowa State University and Roosevelt Elementary School, Ames, IA. Saturday, 8:30.

If you have not yet received a conference program, contact: **Dave McAlpine, IFLA Program, Morningside College, 1501 Morningside Avenue, Sioux City, IA 51106.**

Hoekstra Announces FLES Grants

All Iowa school district superintendents received an August memo on the 1990-91 K-6 elementary school foreign language grants sent by Paul Hoekstra, Foreign Language Consultant, Iowa Department of Education. Planning grants for K-6 programs will be available for an amount up to $1,000. The purpose of the planning grant is to determine support for an elementary school foreign language program in the district and to plan the program through a study of reports, books, and resources. For this type of grant the funds must be expended by June 30, 1991.

Implementation grants, for up to $7,000, allow a district to implement an elementary school foreign language program either in the second semester of this school year or to start a new program in the fall of 1991. Some expenditures must occur in 1990-91, but funds may be carried over into 1991-92.

Included with the grant application procedures is a rationale for elementary school foreign language programs quoted from the book *Languages and Children Making the Match* (Curtain & Pesola, 1988, pp. 7-9). The rationale discusses the following areas: basic skills, communication, creativity and self-concept, career development, integration of all areas of the curriculum, and multi-cultural/nonsexist and global education. Grant applicants will receive a copy of the book entitled *Practical Handbook to Elementary Foreign Language Programs* (Lipton, 1988) and a copy of the *Report of the Governor's Task Force on Foreign Language Studies and International Education* (1983) while supplies last.

The deadline for the grant applications is a postmark of October 31, 1990. For more information about the grants contact: **Paul Hoekstra, Foreign Language Consultant, Iowa Department of Education, Grimes State Office Building, Des Moines, Iowa 50319-0146. (515) 281-7806.**

FLES Videotape Available

Paul Hoekstra, Iowa Foreign Language Consultant, has announced that a videotape on elementary school foreign language programs entitled *FLES* Programs In Action* is available to Iowa teachers on loan from **Cooperative Network of Inservice Resources (CNIR), 210 South 12th Avenue, Marshalltown, Iowa 50158. Telephone, 1-800-542-7821.** The videotape depicts goals and activities in FLEX, Sequential FLES, and Immersion programs. An accompanying brochure gives additional information on each type of elementary school program model, including expected outcomes, goals and long-range plans, results of research, and other topics.

The videotape, which is edited from videotapes produced at eleven schools, demonstrates a number of innovative ways in which children learn a foreign language. The video tape could be used for in-service workshops, methods courses, study committees planning for the initiation of new programs, parents' meetings, articulation meetings, decision-makers meetings, etc. The videotape was developed through a grant from the U.S. Department of Education.

Teachers who are in an Area Education Agency (AEA) that does not belong to the CNIR network (AEAs 1, 10, and 11) can arrange to borrow the videotape by contacting:
Paul Hoekstra, Foreign Language Consultant, Iowa Department of Education, Grimes State Office Building, Des Moines, IA 50319-0146. Telephone, 515-281-7806.

Nutrition Unit from page 1

A global approach is utilized in helping students develop an awareness of their own needs and the recognition of the same needs in persons of other cultures. Students will examine how nutritional needs are met with foods available to us in the United States and with foods that are available in Mexico. This unit of instruction is also designed to help students:

a. classify foods according to food groups and major nutrients
b. select nutritionally balanced meals
c. identify American and Mexican meal patterns
d. identify typical American and Mexican foods
e. plan and prepare a nutritionally balanced, simple Mexican meal
f. recognize how land and climate affect the foods produced and eaten
g. set the table for a simple meal
h. help to prepare simple foods from Mexico

(ED: *only a, b, e, f will be described in this article.*)

Language goals of this unit include recognition and response to vocabulary related to meal names, ingredient names of typical Mexican dishes, names of food groups, and major nutrients.

Food preparation is limited to simple, low cost foods that can be prepared with little equipment and utilizes ingredients that represent the products of the various regions of Mexico.

OBJECTIVE 1: Students will classify foods according to food groups.

Activity 1. Introducing food groups

Display a standard food groups chart (National Dairy Council). Identify the food groups and the sub-categories in each group. Use "others" as a fifth food group for foods high in fats, sugar, or those that are low in nutrients.

Group	Foods
Milk/Dairy Products	milk, cheese, yogurt, ice cream
Meat	meat, chicken, fish, eggs, beans, nuts
Fruit and Vegetable	all fruits and vegetables
Grain/Bread and Cereal	pasta, breads, rice, cereals
Others	condiments, chips, fats and oils, other beverages

Activity 2. Classifying foods

Label six baskets with food group labels, dividing fruits and vegetables into separate groups (they can be recombined later). Demonstrate the classification of foods into food groups by sorting the food models into the appropriate baskets. Distribute food models among the class. Tell a student to hold up a food model and ask the class: *¿Que es esto?* (What is this?) *¿Es una fruta o un cereal?* (Is it fruit or grain?) *¿Es un cereal?* (Is it grain?) *¡Si! Pon los fideos en la cesta del pan.* (Yes! Put the noodles in the basket for grain.)

Materials: Food models and food groups chart (National Dairy Council).

Key vocabulary: *Cereal* (grain), *fruta y vegetal* (fruit and vegetable), *leche* (milk), *carne* (meat), *otros* (other).

Variation: Hang the food models from five strings using clothespins. Or place food models organized by food groups on a bulletin or flannel board.

Activity 3. Food Basket Upset

Play a game modeled after Fruit Basket Upset by distributing food models to students seated in chairs or desks. Command two food groups to exchange places. After moving have students hold up food models for a quick teacher/peer assessment as to whether the response was correct.

OBJECTIVE 2: Students will identify the major nutrients of each food group and will select nutritionally balanced meals using food models.

Activity 1. Identifying major nutrients

Identify major nutrients of each food group using the food group chart and labels for the major nutrients. Reinforce understanding by placing nutrient labels with the food models that represent a food group. (The following is a very simple nutritional chart, but it covers the nutrients that teens most need to plan into their daily diets.):

Group	Nutrient
Milk	Calcium and Protein
Meat	Protein and Iron
Fruit and Vegetable	Vitamins A and C
Grain	Carbohydrates

Review the students' understanding of basic nutrients using Natural Approach questions, for example: *¿El grupo de la leche tiene mucho calcio o mucha vitamina A?* (The milk group has a lot of calcium or a lot of vitamin A?) Distribute the food models and have students hold up foods that

Continued on page 4

Nutrition Unit from page 3

contribute protein, iron, calcium, etc. as called by the teacher.

Materials: Food models, food groups chart, labels for major nutrients: *proteínas, hierro, carbohidratos, vitaminas A y C, calcio* (protein, iron, carbohydrates, vitamins A and C, and calcium).

Variation: Review categories by having students hold up food models from each food group that are: plant or animal, fruit or vegetable, or various colors.

Activity 2. Planning Nutritional Meals

Divide students into small groups and have students select one food from each food group to plan a menu for breakfast, dinner/lunch, and supper/dinner. Arrange the "meals" on paper plates. Count how many foods from each food group is used for each day. The total should meet or exceed the daily food requirements of:

Group	Daily Food Requirements
Milk	3-4 servings
Meat	2 servings
Fruit and Vegetables	4 servings total
Grain	4 servings
Others	no requirements

Have students make changes in their meals until the daily requirements are met.

Materials: Food models, paper plates.

Variation: Prepare or have student volunteers prepare a poster using visuals to convey the ideas of growth, energy, and the regulation of body processes. Introduce the following functions of the various nutrients:

> *Proteína---para crecer y reparar el cuerpo* (Protein--for growth and for repairing the body)
> *Carbohidratos y grasas---para dar energía* (Carbohydrate and fat--for energy)
> *Vitaminas y minerales---para regular los procesos del cuerpo* (vitamins and minerals--for regulating the body processes).

OBJECTIVE 3: Students will recognize American meal patterns....

OBJECTIVE 4: Students will identify typical American cuisine....

OBJECTIVE 5: Students will identify typical Mexican foods and identify the common ingredients of these foods....

OBJECTIVE 6: Students will evaluate a plan for a Mexican meal (a complete snack or a light supper) using the basic food group plan and will prepare the meal.

Background information: (In English.)

Some Mexicans eat the same foods that their Indian ancestors ate.

Even in Mexico City native food customs remain strong. A typical diet includes different forms of tortillas, chilies, tomato sauce, beans, and rice.

Some Mexicans consider tortillas, soup, and beans as their main foods, occasionally adding fresh vegetables.

Most Mexicans eat three meals a day with snacks in between.

Activity 1. Evaluating the Mexican Meal

Introduce the plan for *la merienda* (snack) or *la cena* (supper). Suggested menu: *tacos de queso* (cheese tacos), *frijoles refritos* (refried beans), *refresco de sandía* (watermelon drink).

Ask students whether all food groups are represented, using questions such as *¿Hay algo de cereal?* (Is there any grain?) *¿Sí o no?* (Yes or no?) *¿Hay fruta?* (Is there fruit?)

Note the food groups represented by each food:

Cheese tacos - the tortilla represents the grain group; the cheese the milk group; the sauce, the fruit and vegetable group.
Refried beans - the meat group.
Watermelon drink - the fruit and vegetable group.

Materials: Food groups chart, magazine photographs or food models of typical Mexican foods.

Activity 2. Preparing the Mexican Meal

Background Information: (In English.) Beans are widely used in Mexican cooking as appetizers, snack, or even for breakfast. In Spanish "re" sometimes means "thoroughly" so these beans were never meant to be fried twice, only mashed and stirred thoroughly. Often they are served with a garnish of cheese.

The Aztec Indians of central Mexico cultivated and adapted different types of beans to the various climates of Mexico. The Aztecs either boiled them in soups or stew or mashed and mixed the beans with chili peppers or other

Continued on page 8

"El Supermercado" or FLEX Students Go Shopping for Groceries

Al Bode
Spanish Teacher
Charles City, Iowa

The students who participated in this unit were 20 fifth and sixth graders enrolled in a summer FLEX (Foreign Language Exploratory) Spanish class in Charles City, Iowa. Eight students had participated in twice-weekly, half-hour FLEX classes for twelve weeks during the previous year, while twelve students had had no previous FLEX experience. To accommodate the different levels, cooperative learning exercises were utilized daily in the one-hour sessions to introduce, reinforce, and review colors, parts of the body, classroom items, numbers, map items, animals, and places or buildings in the town and the country. These exercises were modeled after ones introduced by Dr. Myriam Met, Foreign Language Coordinator, Montgomery County, Maryland, at a workshop presented April 28, 1990, at Iowa State University, Ames, Iowa.

An added incentive for learning numbers, foods, and supermarket items was the opportunity to apply this vocabulary outside of the classroom. On June 28, 1990, from 8:35 to 9:25 A.M., shoppers at the Hy-Vee grocery store in Charles City were treated to Spanish firsthand as students participated in the final activity of the unit. The objectives, prerequisites, and procedures for this activity are detailed here.

Supermercado Unit

Enrichment Objectives

1. The student will attain a "hands-on" experience in using Spanish in the grocery store.
2. The student will experience donating food items to the local food box or other relief agency.

Review Objectives

1. The student will participate as a team member to identify items presented in Spanish on a written checklist.
2. The student will understand numbers given in Spanish by a cashier.

Accumulative Objectives

1. The student will identify a particular item or items for purchase.
2. The student will determine the price and give the cashier the exact change for his or her item.

Critical Objectives

1. The student will identify, by aisle number in Spanish or by gesture, selected items presented orally in the target language.
2. The student will identify, by aisle number, items presented on a checklist.
3. The student will purchase an item or items indicated, using only Spanish for the transaction.

Materials Required

Actual grocery store items and/or large pictures of them, grocery store personnel and locations, and the numbers from 1 to 100.

Small pictures of the grocery store items, personnel, locations, and numbers for cooperative learning sessions.

Small envelopes containing $1.05 and the name of a specific food or foods to purchase.

A grocery sack for each small group.

Checklists.

Advanced students who function as group leaders.

Presentation Of The Unit

The vocabulary for this unit was introduced and reviewed through cooperative learning exercises using actual grocery store items and pictures of items. Floor game competition using pictures and selected numbers from 1 to 100 was used to further review and reinforce the vocabulary. Preparation for the skills needed at the grocery store were introduced and practiced through role-playing of the purchasing of grocery items in the classroom. Advanced students helped with this activity by serving as cashiers. The unit culminated in the trip to the grocery store for the actual identification and purchase of items.

Recommended Procedures

To prepare for this unit first identify a grocery store in proximity of the school. If at all possible choose a store at which several advanced students of the foreign language are employed. Confer with the manager to receive approval for the activity and to arrange for advanced language students to

Continued on page 6

Supermercado **from page 5**

serve as the cashiers for the store activity.

Prepare a checklist of the names of foods that students will identify by aisle number or gesture (see example of a sample list at the conclusion of this article). Also prepare envelopes for each student that contain $1.05 in change (three quarters, two dimes, one nickel, and five pennies) and the name of the item or items that the student must purchase. Remember to keep a master list for yourself.

Determine the number of groups of students you will form and who the group members and the group leaders will be. Prepare the group leaders for the responsibilities they will have during the activity. These responsibilities are:

1. Read the items on the check list, one by one, and ask individual students in the group to identify the objects locations, or persons. Collect the checklists when the group has finished with the aisle identifications.
2. Hand each student his or her envelope.
3. Collect the canned goods, the money envelopes, and the cash register receipts in the group's grocery sack at the end of the activity.
4. Encourage usage of the target language as much as possible by asking for the cost or the aisle numbers of the items on the list.

Inform parents of the objectives of the field trip and enlist their support. You can promote the concept of recycling in this unit by providing, or asking students to help provide, the grocery sacks that will be needed.

The funding for this food purchasing activity can come either from student fees for the course or by asking students to each bring to class money to cover the cost of the foods. You will need to get from a bank the correct amount of each type of currency to provide students with the correct change for the activity.

Arrange for students to present the groceries they purchase to a local food box or relief agency representative. Notify the news media and, if possible, arrange for the videotaping of the students in action at the grocery store.

Unit Evaluation

To evaluate this unit two criteria were used: 1. the student will correctly purchase requested items, and 2. the student will correctly identify a minimum of 50% of the items on the prepared checklist.

Conclusions

Sixteen students were present on the day of the field trip. Some students had attended all of the classes of the summer session while others missed up to five classes due to family vacations. On the whole, however, students were able to keep up with the group learnings in spite of absences because a list of the vocabulary taught was provided the day after it was introduced orally in class and, in the case of anticipated absence, a vocabulary list was provided for the student.

Correct identification of the items on the checklist ranged from a low of 24 items (57%) to a high of 37 items (88%) out of a possible 42. (Some items on the checklist were cognates never before presented, but designed to test reasoning skills.) Average performance was 31 correct (74%). As anticipated, students with previous FLEX experience scored highest, with days in attendance directly proportional to score achieved. All students correctly purchased their designated items.

The students were enthusiastic about the experience, were highly motivated to use Spanish, and were pleased to be able to demonstrate their successful communication in Spanish by showing their classmates the item or items purchased. This activity was reviewed in the local newspaper with photographs and a short article, resulting in publicity for the Hy-Vee store and the food box, as well as the Spanish program. The response from the community to the activity has been enthusiastic.

For more information about this unit contact: **Al Bode, 305 S. Joslin, Charles City, IA 50616**

Sample Checklist

Los Comestibles (Food)	*La Fila* (Aisle)
las patatas frescas (fresh potatoes)	
el chocolate (chocolate)*	
el cereal (cereal)	
las uvas frescas (fresh grapes)	
la jalea (jelly)	
el puré de manzana (apple sauce)	
la sopa de pollo (chicken soup)	
el maíz en lata (canned corn)	
los tomates frescos (fresh tomatoes)	
los tomates en lata (canned tomatoes)	
la ensalada (salad)*	
el restaurante (restaurant)	
los huevos (eggs)	
las galletas (crackers or cookies)	
la lechuga (lettuce)	
el refresco (soft drink)	
la leche (milk)	
el pollo (chicken)	
el café (coffee)	
las zanahorias frescas (fresh carrots)	

Continued on page 9

FLES Reviews . . .

Reviews of literature and materials of interest to FLES teachers are included in each issue. Although the reviews have been divided into French, German, and Spanish, you will find material of interest to all FLES teachers in each section as well as language specific material. If you are acquainted with FLES materials, books or articles that would be on interest to other FLES teachers please send information about them to the appropriate reviewer.

FRENCH: Donna Grundstad, 1814 Flatiron Avenue,
Iowa City, Iowa 52240.
GERMAN: Chris Joslin, 2612 38th Street,
Des Moines, Iowa 50010.
SPANISH: Leslie Schrier, 814 Independence,
Pella, Iowa 50219.

FRENCH

French Education Project. (1989). *Kit ou Double*. Baton Rouge, LA: Louisiana State University.

Kit ou Double provides a wealth of imaginative activities in a very flexible format that can enhance any elementary French program. The kit includes several activities for each topic treated. The activities are coded to indicate the level of difficulty and the skills involved. Also included in the kit are 50 reproducible drawings, documents, and photographs as well as song lyrics and counting rhymes. The songs and counting rhymes as well as dialogues are also on an audio cassette included in the kit.

Due to the assistance of the French Cultural Services in producing this material, *Kit ou Double* is available for $15.00 plus a $3.00 mailing fee. Orders may be sent to: French Education Project, 202 Peabody Hall, Louisiana State University, Baton Rouge, LA 70803.

Clarke, et al. (1990). *Aventures*. Lincolnwood, IL: National Textbook.

Aventures is a complete two-level, elementary French program. Program components include: teacher's manual, student text, workbook, cassette tapes, flashcards and puppets. The student materials are colorful and intriguing, as they deal with elements of everyday life in imaginative situations. The activities emphasize oral communication, with some attention given to reading and writing. The teacher's manual presents the organization, lesson objectives and detailed ideas for activities and procedures for each lesson. The manual references all components of the program to indicate how they are intended to fit together. The audio cassettes present children's voices in dialogues, songs, rhymes, and listening activities that support and supplement the materials presented in the text.

Program components can be purchased individually or as a set. For additional information and prices, write to: National Textbook Company, 4255 West Touhy Avenue, Lincolnwood, IL 60646-1975.

GERMAN

Ravensburger puzzle. Ravensburg, West Germany: Otto Maier Verlag Ravensburg. Available from The Learning Post, 1544 22nd Street, West Des Moines, IA 50265. (515) 225-8006. $4.95 to $6.50.

These inexpensive heavy cardboard puzzles contain brightly colored and cleverly detailed drawings. Various series are available: one series focuses on everyday life scenes; another is of simplified pictures of objects, *My First Puzzle* series; and a third series is the *See Inside Puzzles*, which include black and white drawings on the frame of what the inside of the scene might be. An example of the later series is a puzzle piece of a girl drawing water from a well from the puzzle *Castle Life*. When this puzzle piece is removed the interior of the well is revealed, complete with a frog at the bottom. Another interesting puzzle is that of boys' and girl's clothing. The articles of clothing can be exchanged to outfit the children differently. Some of the puzzles are without cultural reference and therefore are appealing to any language. Yet, the most exciting aspect of these puzzles for German teachers is that some puzzles are culturally correct for Germany. For example, one street scene depicts a green and white police car typical of Germany.

SPANISH

Hazzan, A. (1990). *Let's learn Spanish coloring book*. Lincolnwood, IL: Passport Books.

This delightful book is part of a series of second language coloring books also available in French, German, Italian, and English. Organized alphabetically, the *Let's learn Spanish coloring book* introduces children to simple, everyday Spanish words, from seasons of the year and the days of the week, to the names of animals, foods, and common objects from the world that surrounds them. The charming illustrations will also serve as an introduction to Spanish culture and daily lifestyles.

Located at the back of the book is a complete vocabulary list and a review page that asks the student: *How much have you learned?* This page also instructs the student to *Try to remember the Spanish word as you color each picture*, on this well-organized review page.

Nutrition Unit from page 4

flavorings. The Spaniards showed the Aztecs how to fry mashed beans with lard from drippings of cooked pork which resulted in refried beans (Debus, Zedlitz & Zedlitz, 1986).

Have students prepare the meal according to the following recipes. Spanish can be used by the teacher throughout the meal preparation by demonstrating the meaning of the expressions and asking student volunteers to carry out the actions by imitating the demonstration.

Tacos de queso (Cheese Tacos)

1 medium onion, chopped
Cooking oil
1 16 ounces (oz.) can tomatoes, cut up
1 4 ounces (oz.) can green chili peppers
  rinsed, seeded, and chopped
1 teaspoon (tsp.) dried oregano, crushed
12 6-inch tortillas
8 ounces (oz.) monterey jack cheese
1 cup dairy sour cream

Cook onion in 2 tablespoons (Tbls.) oil until tender but not brown. Stir in undrained tomatoes, chili peppers, and oregano. Simmer about 20 minutes until very thick. In skillet dip each tortilla in 2 Tbls. hot oil about 10 seconds or just until limp. Drain on paper towels. Cut cheese into 12 strips. Place 1 strip of cheese and 2 Tbls. sauce down the center of each tortilla; overlap the edges. Arrange on a baking sheet, seam side up. Bake, covered in 350 degree oven for 8 minutes. Uncover; bake 3-4 minutes more. Open tortillas and add sour cream; roll up. Serves 6.

Frijoles refritos (Refried Beans)

1 pound dry pinto beans (2½ cups)
6 cups water
¼ cup lard or bacon drippings
1½ tps. salt
1 clove garlic, crushed

In a 3 quart covered sauce pan bring beans and water to boiling. Simmer for 2-3 hours or until beans are very tender. In a large heavy skillet melt lard; add beans with liquid, salt, and garlic. Mash beans completely. Cook uncovered over medium heat about 10 minutes stirring often. Serve as a side dish. Makes 4½ cups.
(Recipes from Better Homes and Gardens *Mexican Cook Book*, 1977.)

Refresco de sandía (Watermelon Drink)
watermelon, cut in chunks
water
sugar
milk, optional

Cut watermelon in 1 inch chunks. Force through a colander, removing seeds. Mix watermelon pulp with water; approximately one cup pulp to three cups water. Add sugar to taste, try ⅓ cup. Milk may be added also. Serve over ice. Refrescos can be made with various types of fruit including papaya and mango.
(Recipe from Rita Gomez-MaQueo, Monterrey, Mexico)

Variations: As separate activities make tissue paper flowers for centerpieces and set the tables. Use Spanish commands to have students place the dishes, silver, etc. in a prescribed way.

OBJECTIVE 7: Students will recognize common meal patterns in Mexico....

OBJECTIVE 8: Students will recognize how the land, climate, and history of Mexico have determined the cuisine.

Background information: (In English)

Mexico is a large country, one fourth the size of the U.S.
Two large mountain regions run from north to south with valleys and plateaus in between.
The climate varies from alpine to tropical, desert to jungle.
Crops that grow in the lowlands usually cannot grow at higher altitudes.
The rugged landscape leaves only 15% of all land suitable for cultivation and only 8% is cultivated. (80% of the land in the United States can be cultivated.)
Cooking and eating are based on the plant and animal life in each region.
The four culinary regions of Mexico are:
  Northern-noted for parched wheat and cattle;
  Central valley-lush agricultural region;
  Southern-fish and shellfish from the Gulf of Mexico
  Yucatan-noted for tropical fruit (Debus, Zedlitz, & Zedlitz, 1986).

Activity 1. Identifying areas of production

Using a large landform map of Mexico review the position of mountains and plateaus, the climate in the various regions, and the locations of Mexico City and the Gulf of Mexico, etc., as well as north, south, east, and west, all of which had been studied in a previous unit.

Have students attach food models to the area of Mexico in which they are produced, for example, *¿Esto es arroz o*

Continued on page 9

Nutrition Unit from page 8

papa? (Is this rice or potato?) *¡Sí, es arroz!* (Yes, it's rice.) *El arroz es del norte de México.* (Rice is from the northern part of Mexico.) *Pon el arroz en el norte.* (Put the rice in the north.)

Areas of production: (You may choose other products from these regions.)

Region	Products
Yucatan	cacao, avocado, pineapple, coconut, citrus fruit*, strawberries
Central valley	corn, avocado, chilies, beans, mango, banana
Northern Mexico	wheat*, cattle*, tomatoes, rice*, citrus fruit*.
Southern Mexico	vanilla, chilies, avocado, fish, shellfish.

*Indicates foods brought from Europe by the Spanish Conquistadors (Debus, Zedlitz, & Zedlitz, 1986).

Ask students where a food is produced, for example: *¿Los frijoles son de la parte central o del norte?* (Are beans from the central part or from the north?)

Materials: Large landform map of Mexico, food models or magazine photographs of foods.

OBJECTIVE 9: Students will prepare simple foods from each region of Mexico....

For more information about this unit contact: **Marian Greiman, R.R. 1 Box 203, Britt, Iowa 50423.**

References:

Better Homes and Gardens, *Cooking Mexican.* (1986). Des Moines, IA: Meredith Corporation.

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Debus, L., Zedlitz, R., & Zedlitz, C. (1986). *Exploring international foods: Travel China, Italy, and Mexico.* Southwestern Publishing Co.

Kowtaluk, H. (1986). *Discovering nutrition.* Encino, CA: Glencoe Publishing.

Krashen, S., & Terrell, T. (1983). *The natural approach. Language acquisition in the classroom.* Rowley, MA: Newbury House.

National Dairy Council. *Food models.* 185 newly designed models on 45 cards, $18.00. *Guide to good eating.* Poster, 26½ x 36½, $1.25; minature 8½ x 11" in English or Spanish, $ .05. Available in Iowa from: Dairy Council, Inc. of Iowa, 101 N.E. Trilein Drive, Ankeny, Iowa 50021, (515) 964-0696.

***Supermercado* from page 6**

las zanahorias en lata (canned carrots) _____
el jugo de naranja en lata (canned orange juice) _____
la sopa de crema de patatas (cream of potato soup)* _____
los guisantes en lata (canned peas) _____
el pan fresco (fresh bread) _____
la sopa de tomate (tomato soup) _____
las fresas frescas (fresh strawberries) _____
las tortillas (tortillas) _____
el limón (lemon)* _____
los productos de papel (paper products)* _____
la mantequilla de maní (peanut butter) _____
el queso (cheese) _____
los plátanos/las bananas (bananas) _____
la aspirina (aspirin)* _____

*These items are cognates that were not presented in class

Muéstreme estos
(Show me these): ***Sí/No*** (Yes/No)

el carrito (cart) _____
la cajera (cashier) _____
la caja registradora (cash register) _____
el cesto (basket) _____
los productos embotellados (bottled products) _____
el cajero automatico (automatic checkout counter) _____
los productos frescos (fresh products) _____

Nombre: (Name) _____________________
Grupo: (Group) _____________________

Order the National FLES Newsletter

Don't miss out on receiving this year's issues of *FLES NEWS*, a newsletter for teachers of foreign language in the elementary school. This newsletter, which is published by the National Network for Early Language Learning, will provide you with valuable information about FLES at the national and international levels. Articles on research, rationale, teaching methodology, and publicizing FLES are included regularly in the newsletter. During last year the following articles were published:

- *How Do Principals View Foreign Languages?*
- *ACTFL Identifies Elementary School Foreign Languages as National Priority*
- *Western Europe Stresses Early Language Learning*
- *How Much Foreign Language Do Children Hear in Nonintensive Language Programs?*
- *Bienvenue--À la Soirée Française*
- *An Integrated Approach: Teaching Physical Education and Healthful Living Concepts through Second Language*

Regular features of the newsletter include a conference calendar, information on funding and new legislation, and resources and activities for the classroom. Readers are asked to contribute resource and activity ideas, samples of children's work in the second language, as well as articles on topics of interest to elementary school foreign language teachers.

To order the three 1990-91 issues (fall, winter, and spring) send a check for $8.00 (payable to NNELL) with your name, title or grade level, school or affiliation, and mailing address (indicate whether the address is home or school) to: **Gladys Lipton, Treasurer, National Network for Early Language Learning, P.O. Box 4982, Silver Spring, MD 20914.**

Editor's Note: All persons interested or involved in elementary foreign language teaching are urged to send news items or articles to the editor. Submission deadline for the Winter 1991 issue is November 15, 1990.

Jointly funded by the College of Education and the College of Liberal Arts and Sciences of Iowa State University, the Iowa Department of Education, and the Iowa Foreign Language Association.

Published under the auspices of the Department of Foreign Languages and Literatures, Iowa State University.

Marcia H. Rosenbusch, Editor
Iowa FLES Newsletter
300 Pearson Hall
Iowa State University
Ames, Iowa 50011

IOWAFLESNEWSLETTER
A Newsletter for Teachers of Foreign Language in the Elementary School

Volume 6, Number 3 Winter 1991

The Integration of Language and Culture in the FLES Classroom: Process and Application

Donna Grundstad
Foreign Language Coordinator
Iowa City Community Schools
Iowa City, Iowa

Foreign language classrooms at all levels come alive when the use of the language has a real purpose. Culturally authentic contexts can be used to create a real use of language, that results in a natural integration of language and culture. If the context is one of interest and concern to the student and if that student has input into the direction of learning, the motivation to participate and to learn will be high.

Language and culture are inseparable in the real world, but often tend to be quite separate in the classroom. This separation occurs when language exercises focus on form rather than communication or are presented in isolation of a context. By providing the learner with a communicative task to complete in the language, cultural contexts can become the natural setting in which to practice language use. In fact, the cultural context becomes an integral part of the communication process.

To demonstrate how language and culture can be integrated in the foreign language classroom, and how FLES students can participate in the direction of learning, this article will present a process described by Linda Crawford-Lange and Dale Lange in their article entitled "Integrating Language and Culture: How to Do It", from *Theory into Practice*, a journal of the College of Education, Ohio State University, Autumn 1987. The process as presented and illustrated by Crawford-Lange and Lange is directed primarily toward secondary school teaching. In this article, the process has been adapted for the purpose of its application to FLES teaching. Following the presentation of the process, several examples of how the process can be applied to teaching will be described. These examples are from curriculum projects designed by Iowa City FLES teachers during a FLES methodology course instructed by Dr. Leslie Schrier, Assistant Professor of Curriculum and Instruction at the University of Iowa.

Continued on page 4

The Editor Writes...

The University of Iowa recently established a program for the preparation of elementary school foreign language teachers under the direction of Dr. Leslie Schrier. The lead article in this issue was written by one of the participants in this program. Although the Iowa City FLES teachers were the participants in this first session, in the future the program will focus on the preparation of undergraduates during the academic year.

The annual Iowa FLES Workshop, to be held February 2 at Iowa State University, promises to be influential in shaping the future direction of elementary school foreign language programs in Iowa. If you currently have a program, or are considering adding a program in the near future, be sure to be present for this important workshop. Information on registration is included in this issue of the newsletter.

Plan Now for IFLA 1991!

You can help make the Iowa Foreign Language Association (IFLA) Conference to be held in Iowa City on October 11—12, 1991, another excellent conference by sharing your professional experience and expertise with other Iowa teachers in a conference session. A conference session proposal form was included in your fall 1990 IFLA program, or you can write to the 1991 program chair to obtain a form: **Sherry Winters, 7720 Brookshire Drive, Urbandale, Des Moines, IA 50322. (515) 253-2322.** The deadline for session proposals is March 1, 1991.

There are many excellent elementary school foreign language teachers in Iowa who would be worthy of the IFLA Educator of the Year award. Honor the FLES teacher you most admire by nominating him or her for the 1991 Educator of the Year award for the FLES category. Each honoree focuses positive attention on the excellent work being done in Iowa, and helps to bring recognition to all Iowa elementary school foreign language programs. Write the name, school affiliation, and address of your nominee to the IFLA vice president: **Barbara Maitland, 1704 Applewood Pine, Cedar Rapids, IA 52402. (319) 398-2435.**

Hoekstra Announces FLES Grants

Paul Hoekstra, Foreign Language Consultant, Iowa Department of Education, has announced the 1990-91 grants for the planning of an elementary school foreign language program and for the implementation of a program. The recipients of the grants are:

Planning grants:	
Allison-Bristow	$ 807
Ames	1000
Clarion	900
Colo-Nesco	1000
East Central	1000
Prairie City	1000
Remsen-Union	1000
Storm Lake	1000
Webster City	1000
West Des Moines	999
Implementation grants:	
Bennett	7000
Cedar Rapids:	
Johnson Elementary	6984
Polk Elementary	3615
Charles City	6893
Klemme	6730
Lewis Central	7000
Spencer	7000
Tipton	7000
Wall Lake	7000

A second grant competition may be offered this spring due to the recent receipt of federal funds. Contact Paul Hoekstra for more information: **Paul Hoekstra, Grimes State Office Building, Des Moines, IA 50319-0146.**
(515) 281-7806.

Iowa School Boards Learn about FLES

Charlene Fulton presented a special topic clinic on *Foreign Language in the Elementary School: FLES for the Future* at the 45th Annual convention of the Iowa Association of School Boards on November 15 at the Des Moines Convention Center. About 75 school board members and administrators from throughout Iowa heard Fulton discuss the rationale for FLES, teaching methodology using the Natural Approach with content-based instruction, and ideas for implementing FLES. Questions from clinic participants were also discussed. It was emphasized that the study of foreign language in the elementary school may be a necessary component of our children's ability to survive and succeed in the future. It is through the continued involvement of those working in education that the current strong FLES movement in Iowa will continue to gain momentum.

UNI FLES Publication Offered

Hawley, A. C. (1989). *A curriculum guide for Spanish as a second language in the elementary school* (Grades 1—6). Available from Modern Language Publications, Price Lab School, University of Northern Iowa, Cedar Falls, IA 50613. To order send a check for $4.00 ($3.50 plus 50¢ postage) with your request.

This publication describes in detail both a rationale for FLES and the elementary school foreign language program as it exists today at the Malcolm Price Laboratory School on the campus of the University of Northern Iowa. Hawley shares many ideas on how to evaluate oral proficiency in children, the goals of an oral-proficiency based program, and the different methodologies associated with varied levels of instruction. A report to parents on student progress in the Spanish program is also included.

Is Iowa FLES the Best it Can Be?

Are Iowa's elementary school foreign language programs providing the best possible foreign language experience for their pupils? Are teaching greetings, colors, numbers, clothing, family, and pets the most meaningful and developmentally appropriate content for our state's elementary and middle school foreign language programs? Could our programs be more challenging? More successful?

Ideally foreign language programs develop fluency through an unbroken sequence of courses. But is it really possible to achieve a foreign language program that is articulated from the earliest grades to the last years in high school? What would such a program look like? What level of fluency could be reached? Can FLES programs survive indefinitely without articulation?

Lynn Haire, Foreign Language Coordinator of Ferndale, Michigan, Public Schools, will present a workshop at Iowa State University on Saturday, February 2, 1991, in which all of the above questions will be addressed. Haire represents a program that has an exciting perspective on developing curriculum for foreign language classes K-12 called "content-based" instruction. She will also detail the process of the development of a nonarticulated elementary school foreign language program into an articulated, fluency-based K-12 program from the experience of the Ferndale public schools.

Content-based foreign language instruction. This interdisciplinary approach utilizes "meaningful, purposeful, cognitively engaging (and thus, highly motivating) activities" (Met & Rhodes, 1990). Content-based instruction is holistic and emphasizes the development of critical thinking skills. In a content-based program students "talk about things such as odd and even numbers, animal habitats, or latitude and longitude. They may engage in activities such as comparing the length of classroom objects, using a pan and pointer scale or graphing numbers of family pets" (Curtain & Martinez, 1989, p. 2). Content-based instruction also answers the argument that there is not enough time in the school day for foreign language instruction.

Articulation. The Ferndale Public Schools' foreign language program was cited in a publication on articulation as one of two exemplary programs in the nation (Wilson, 1988). The Ferndale elementary school program had been in place nine years when the question of what to do with the growing numbers of students who were entering the secondary program with extensive language experience was addressed and resolved. How this question is resolved can mean the difference between a strong program and one that gradually weakens and dies out. "Articulation from elementary school to middle and high school levels is critical to the sustained success of elementary school programs....School systems initiating elementary school programs today must make an early commitment that allows students to pursue a long sequence of articulated foreign language study following a well developed and carefully planned curriculum throughout the elementary and secondary years" (Met & Rhodes, 1990, p. 440-441).

Workshop Registration. K-12 foreign language teachers, principals, superintendents, curriculum coordinators, school board members, and parents are encouraged to attend Haire's workshop. The workshop will be held from 9:00 to 4:00 (registration and coffee at 8:30), on Saturday, February 2, at the Scheman Continuing Education Building, Iowa State University, Ames, Iowa. Lunch will be provided and participants will have the opportunity to network with colleagues at this time. Registration, including handouts, lunch, and snacks, is $25.00 per participant. A grant from Paul Hoekstra, Foreign Language Consultant, Iowa Department of Education, has reduced the cost to participants by approximately $20.00 Registration is limited to 70 participants who will be accepted on a first-come, first-serve basis. Fifty participants need to be registered by January 25 for the workshop to be held. To register, call or write: **Connie Middleton, 102 Scheman, Iowa State University, Ames, Iowa. (515) 294-6229.**

References

Curtain, H. A., & Martinez, L. S. (1989). *Integrating the elementary school curriculum into the foreign language class: Hints for the FLES teacher.* Washington, DC: Office of Educational Research and Improvement. (ERIC Document Reproduction Service. No. ED 305 823.)

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Language and Culture from page 1

Integrating Language and Culture: The Process

The integrative learning process described by Crawford-Lange and Lange has as its goal for students to "gain facility in re-forming cultural perceptions on the basis of new input and interacting successfully in novel cultural situations." The process is comprised of eight stages, as presented below. Although the stages are described in discrete fashion, in reality the stages may flow one into another without a clear definition of where one ended and the next began. It is also conceivable that the order might change. It follows then, that there is no specified amount of time that will be spent on a specific stage or even on a particular theme.

Stage 1: Identification of a Cultural Theme. The critical issue in Stage 1 is to identify a theme that will arouse the interest and concern of the students. Ideally, it would tie into a subject that had already surfaced as an area of interest or concern either in the foreign language class or in the broader context of the students' lives. The range is unlimited and could include traditional topics such as common pets or eating customs or even current global issues such as saving the rain forest.

The teacher may select the cultural theme based on experience with a particular class or previous experience with other classes. The teacher may wish to actively involve the students in theme selection. This could be accomplished by asking the students for suggestions or by providing them with a list of themes from which one will be selected. This stage is teacher-directed but requires input from the learners, although that input may be either active or passive.

Units developed using this process can also represent a wide range in terms of time involvement. They can represent special, relatively spectacular units designed to really grab the students in a unique adventure. The theme could also be simply a natural outgrowth of units that may already exist in the curriculum. Take, for example, a unit on family, a unit that focuses on vocabulary to express family relationships and personal descriptions. A possible theme that could develop might be family living in the target culture as it compares to family living in the U.S.

The theme of family living is one that is of interest to the students, as are most themes that provide the students with a window into the lives of their peers in the target culture. This type of information is as vital and motivating as communication itself and should therefore not be left only for the more advanced students. At beginning levels much of the discussion carried on throughout this integrative process will necessarily be in English. However, more and more of the target language is integrated as communicative proficiency of the students increases.

Stage 2: Presentation of Cultural Phenomena. The term "cultural phenomena" as used in this process refers to occurrences of the cultural theme. Examples could include pictures, slides, realia, role play, simulations, mini-dramas. The phenomena are presented to the students at the beginning of the unit to provide a basis of experience on which the students will begin to understand and form perceptions of the native culture and/or the target culture. The phenomena should stimulate interest in the theme and arouse curiosity for what the students would like to learn. Reactions to the phenomena could also provide the teacher with ideas for the selection of other cultural themes for future lessons.

To return to the example of family living, the phenomena could be slides of a real family in the target culture. The slides would show the immediate family and perhaps the extended family in their living environments and engaged in day-to-day activities. Additional phenomena could include books, magazine articles, or even visitors from the target culture.

Stage 3: Dialogue (Target/Native Cultures). At this stage of the process the students will verbalize their reactions to the phenomena. This dialogue could follow the presentation of the phenomena or could occur simultaneously. Students should be allowed to freely wonder out loud. The discussion will focus on describing the phenomena, analyzing the thematic features represented, and reacting to the phenomena in terms of one's own culture. This is not a time to judge whether perceptions are accurate or not.

This stage is teacher directed, but the reactions of the students to the phenomena will provide input to guide the teacher to develop the direction for learning. The purpose of the rest of the unit will be to guide the students to discover the answers to their wonderings. The end product of Stage 3 will be a statement of the students perceptions. This statement could be prepared as a whole group or by small groups or individuals.

Continued on page 5

Language and Culture from page 4

Ideally, the students would be provided total freedom in their wondering and the make-up of the rest of the unit would be based entirely on responding to these wonderings. In the real world of large classes and many sections, allowing this type of freedom is not realistic. However, the teacher can maintain some direction at this stage without completely stifling the students' curiosity. The selection of phenomena itself is a means of direction, as the experienced teacher can anticipate much of the response that will be generated by the students. This means that the teacher can in fact prepare ahead of time for what will follow. However, the teacher should be ready to allow some flexibility in the event that additional viable ideas are generated by the students.

Dialogue following the presentation of family slides would probably generate responses concerning the presence or absence of family members or the roles of some of the family members in the activities portrayed as compared to the families of the students. Slides that contain elements that contrast with the norms of the native culture will be especially effective in generating comment and curiosity. Observations of similarities between the two cultures may be as surprising as some of the differences, especially if there are slides depicting contrasts to widely held cultural stereotypes.

Stage 4: Transition to Language Learning. Through the dialogue in Stage 3 the students develop the desire to know more about the culture. In Stage 4 the students and teacher will decide together what language functions and vocabulary are needed to deal with the cultural theme. Together they need to find a way to procure the information they want to learn, with the outcome being a tangible product or a task to be completed in a simulation or through real contact with the target culture, if possible. Once this direction has been determined, it is possible to select the elements of language required to accomplish the task at hand.

In the example of the family, the students will probably want to know who the people are, what their relationships are, who lives together and who does what in terms of roles within the family's activities. They may want to be able to ask these questions of a person from the target culture and understand the responses. If they were in fact having a conversation with this person, they would also probably need to be able to respond to similar questions about their own families. From this input, the teacher and the students would analyze the task at hand to determine actual language and functions that would be necessary to complete the task.

This stage, like the previous stages, depends heavily on student input. Again, dealing with reality, it will, however, be necessary for the teacher to tailor the task to fit within the given context of student ability, time and resources. However, the enthusiasm and curiosity of the students must play an important part in the decisions made by the teacher.

Stage 5: Language Learning. Once the needs and content have been determined from the previous stages, learning activities need to be designed and carried out. These activities will provide practice with the necessary vocabulary as well as the functions, such as asking and responding to questions. If the learning activities closely resemble segments of the final task, the learners will not lose sight of why they are doing each activity.

The cultural phenomena previously presented could be used to provide visuals or manipulatives for the learning

Continued on page 6

Summer FLES Institute Held at ISU

Although grant funding was not available for the first time this year, thirteen Iowa teachers attended the fourth Summer FLES Institute at Iowa State University from June 11 to July 6, 1990. The teachers, who are all secondary foreign language teachers, are preparing for certification as teachers of foreign languages at the elementary school level. At the institute participants received 5 semester hours of graduate credit: Methods of Teaching FLES in the Elementary School (3 semester hours) and Growth and Development of the Elementary School Child (2 semester hours).

As part of their requirements for the two summer courses, teachers observed and participated in the children's classes that were organized by age and language preference: French (7 - 9-years-old), German (9 - 12-years-old) and Spanish (5 - 7-years-old). The teacher of the French children's group was Connie Smith, Wall Lakeview-Auburn; the German, Chris Joslin, Holy Trinity; and the Spanish, Marcia Rosenbusch.

As in the previous summer, the focus of the curriculum of the children's classes was both on the foreign language and on developing a global perspective. For example, the Spanish group examined the theme of protecting the environment and developed units on recycling and on protecting the Costa Rican rain forest. As part of their study the children saved pop cans to earn $50 to purchase one acre of virgin rain forest for inclusion in the International Children's Rain Forest preserve in Costa Rica.

Continued on page 10

Language and Culture from page 5

activities. The students could also prepare materials to be used as a stimulus for real language use during the activities. For example, going back to the theme of family living, the students could make photo albums of real or imaginary families, using real photos, drawings or magazine pictures. They could also make an album for a real or imaginary family in the target cultures, based on differences and similarities learned through interaction with the cultural phenomena.

Language learning activities could include identifying people in the pictures by name and then relationship. Other activities would provide practice with additional exchanges of information. The activities could range from large group work to paired activities. If at all possible, the students should be provided with an opportunity to interact with real elements of the culture, perhaps through written correspondence with someone in the target culture or bringing that person into the classroom.

Stage 6: Verification of Perceptions (Target/Native Cultures). Throughout the previous stages, the students have been examining phenomena and using available resources to develop, confirm or modify their initial perceptions. The learning activities have provided opportunities to use the language to interact with their resources to acquire the information they were initially wondering about.

The end product of this stage will be a more sophisticated statement of the students' perceptions, or a refined version of the statement generated at Stage 3. At the FLES level, this statement could be in the form of a visual representation, such as comparative pictures, graphs, or diagrams.

Stage 7: Cultural Awareness. The element of transfer is explicit in the goal of this process as the student is to "gain facility in re-forming cultural perceptions on the basis of new input and interacting successfully in novel cultural situations." In order to achieve this goal of transfer, it is important for the students to be conscious of the process they have been using and to be able to verbalize their understanding of culture.

This stage will take the form of a class discussion, probably in English. The teacher can direct the discussion and encourage the students to talk about how their perceptions changed, if they did, and why they changed. Some questions would focus on the specific theme of the topic while other questions could generalize the experience, such as why cultural differences exist.

Stage 8: Evaluation of Language and Cultural Proficiency. The first part of the goal for this integrative process of teaching language and culture states that the students will gain facility in reforming cultural perceptions on the basis of new input. To evaluate whether or not this has been achieved, it is helpful to do some advance planning. To verify a change in perceptions, initial perceptions must be documented as well as the perceptions held at the end of the unit. In the early stages of the process, it would be helpful to conduct a pre-test or survey to provide the basic documentation. Changed or confirmed perceptions are brought out by the group in Stage 6, but it would also be helpful to allow individuals to express their perceptions. This could be done in writing for older students. Younger students could participate in teacher-to-student or student-to-student interviews.

The second part of the goal looks for behavioral outcomes: "using the cultural perceptions formed during the unit, the student will be able to interact successfully in novel cultural situations." The logical way to test for achievement of such a goal is to put the student in a cultural situation related to the cultural theme of the unit and monitor the students' behavior. Was the desired task accomplished? Was it accomplished in a manner appropriate to the cultural context? This type of context could be achieved through role play or simulations. An important concept to keep in mind is that if the emphasis in the teaching has been on the integration of language and culture, the evaluation procedure should reflect that same integration.

Application

In many cases, instructional units designed with this integrative learning process will not seem very different from what may already exist in any textbook or other prepared curriculum, however, there may be some very fundamental differences. Using this process there will be a central cultural theme, with linguistic components chosen to allow experiences in the cultural context related to the theme. Establishing a theme-related communicative task as an outcome builds momentum through the unit to a clear-cut finish with an evident measure of success for the student as well as for the teacher. The task is an effective means of integrating language and culture, as cultural elements are inherent in its completion. Thematic teaching is not an unusual idea. What is more unusual here is that the students have been actively involved in

Continued on page 8

FLES Reviews . . .

Reviews of literature and materials of interest to FLES teachers are included in each issue. Although the reviews have been divided into French, German, and Spanish, you will find material of interest to all FLES teachers in each section as well as language specific material. If you are acquainted with FLES materials, books or articles that would be on interest to other FLES teachers please send information about them to the appropriate reviewer.

FRENCH: Cathy Stone, Box 247,
Ogden, Iowa, 50212.
GERMAN: Chris Joslin, 2612 38th Street,
Des Moines, Iowa 50010.
SPANISH: Leslie Schrier, 814 Independence,
Pella, Iowa 50219.

FRENCH

Bougard, M-T., Miller, A., & Roselman, L. (1988). *Arc-en-Ciel*. London: Mary Glasgow Publications. Available from Gessler Publishing Co., Inc., 55 West 13th Street, New York, NY 10011.

Arc-en-Ciel is a multi-component program that is appropriate for students beginning the study of French in middle and secondary school. The program components include a colorful student text, audio-cassettes, photocopiable worksheets, colorful flashcards, and a teacher's manual. A video and teacher's video guide are also provided for Level I.

This program deals with daily living situations in various francophone countries. Pictures of authentic movies, newspapers, and brochures reinforce the structures presented. The *repromasters* have many student-to-student activities. Some of these, the *tête-à-tête* activities, are based on the principle of an information-gap. Creative approaches to presenting the information are offered in the teacher's text to support the material covered in the student book. The various program components are available individually. These materials received the Times Educational Supplement Schoolbook Award for 1989-90.

GERMAN

Thorn, H. (1989). *Beginners German Reader*. Lincolnwood, IL: National Textbook.

Short narratives about daily activities of a German family are the focus of this book. The eight to twelve line stories are followed by simple content questions and a few vocabulary exercises. The stories would be very good for FLES students as listening activities or to illustrate typical German activities such as soccer, shopping at an open-air market or waiting for a train. The illustrations are simple yet detailed enough to be used for vocabulary building or conversation starters. Older students could use the book for beginning reading activities and may be able to also do the vocabulary exercises.

The Mailbox, 1607 Battleground Avenue, P.O. Box 9753, Greensboro, North Carolina 27429.

The Mailbox is an idea magazine for elementary school teachers. This magazine comes in three issues: pre-school and kindergarten, primary grades (early elementary), and intermediate (upper elementary grades). The intermediate issue dated December—January includes several pages of information and activities about Germany that could easily be translated into German. This issue gives a recipe for, and the cultural background of, pretzel-making, patterns for Scherenschnitte, and information and activities about the Grimm Brothers' fairy tales. A full-size, reproducible pattern to make a nutcracker figure from a Pringles Potato Chip can is also included as well as an up-to-date article on the unification of Germany and suggestions for a freedom festival.

SPANISH

Carlson, R. (1981). R. *Latin American folktales*. Chicago, IL: Coronet. Distributed by EMC, 300 York Avenue, Saint Paul, MN 55101.

Latin American Folktales is a series of six color filmstrips with accompanying audio cassettes that were adapted from *Latin American Tales: From the Pampas to the Pyramids of Mexico* (Rand McNally) and *Leyendas Latino-Americanos* (National Textbook). Contained in the six filmstrips are 18th and 19th century Indian legends that were reportedly collected from actual Indian sources. Some of the tales focus on the ancient Incas and Mayas. Other tales are animal fables, stories dealing with magic and witchcraft, myths about heroes, tales involving people's relationships with their gods, and stories that attempt to explain natural phenomena.

The FLES teacher could use this series to engage the learner's imagination about Latin American culture as well as using the filmstrips as a springboard for further language learning. For example, the twelve minute folktale *Why the Rabbit Has Long Ears*, can be used to reinforce the

Continued on page 8

Spanish FLES Reviews from page 7

superlatives: *grande* (big), *más grande* (bigger), *el más grande* (biggest). The vocabulary of woodland animals (e.g. *conejo* [rabbit], *puma* [mountain lion], *mono* [monkey], etc.) could be introduced as well. This filmstrip series is an excellent resource for stimulating the elementary school learner's curiosity about language and culture.

Language and Culture from page 6

the selection of the theme and content, and the cultural components have been tied to linguistic components from the beginning.

The following is a presentation of the highlights of some of the projects designed by Iowa City teachers. Although each project follows the eight stages of development, only certain aspects will be presented here. Since each application should be developed with the students involved, the purpose here is to provide ideas as a basis to apply the process in other FLES programs and to indicate some of the range of possibilities for application.

German TV and Commercials. (Kristy Augustine)

The theme of comparing German TV and commercials to American TV and commercials was identified during a class visit from a German high school student. The students were asked questions about life in Germany and the teacher observed that several questions related to TV. The responses from the visitor aroused their curiosity even more. It was clear that this was a high interest topic with enough depth to pursue further.

The goal set for the unit was "for students to notice and realize that there exists a great degree of sameness between German and American TV, but also to understand and be able to identify some very unique differences as well, especially in regard to German commercials." The topic of commercials seemed to present the most differences and interest, and therefore became the focus of the unit.

A videotape entitled *German Commercials* (Teacher's Discovery) provided interesting and useful phenomena for establishing perceptions and generating content for the unit. The videotape also provided authentic language input. Targeted listening activities were developed where the students were directed to listen for specific information rather than to try to understand everything. They could recognize cognates, product names, and vocabulary and expressions that occur frequently in commercials.

Going to School in Mexico. (Dedi Walker)

Through experience with FLES students, this teacher had observed that home and school are all-important to the middle years child (ages 9 - 12). To initiate discussion about schools, the classroom became the cultural phenomena. The room was decorated with posters, bulletin board displays and other realia to make the room become as much like a classroom in Mexico as possible. The students were given the opportunity to look at the decor and realia and were also shown slides taken by the teacher in a Mexican school. Through their interactions with the slides and realia, students developed their own perceptions and shared them during class discussion. Through the discussion the direction of further learning was developed as students expressed what else they would like to know, how they could find it out, and what language they would need to compare schools in the two cultures. The students then worked individually or in small groups to develop projects that would demonstrate what they had learned in their comparison of Mexican schools with American schools.

The Animals of the Rain Forest. (Susan Corbin-Muir)

This unit combined the traditional theme of animals and their habitats with a current environmental issue, saving the rain forest. The teacher had noticed that students were involved in discussing environmental issues in their other classes and that these issues were of great concern to the students. Adopting the cultural theme of the animals of the rain forest was a great way to tie into the regular curriculum and reinforce important concepts.

Cultural phenomena for the unit were provided in part by a kit entitled, *The Vanishing Rain Forest*, (World Wildlife Fund). Included in the kit is a 6-minute video called *Rain Forest Rap*. The fast-paced and thought provoking video is an effective lead-in for class discussion. The final project for this unit was to have students make posters about saving the rain forest. Students needed to use language and environmental concepts to find out information and to express their ideas to others.

Continued on page 9

Language and Culture from page 8

Birthdays. (Jacquelin Gibbs)

Birthdays hold lots of excitement and pleasure for elementary students. They frequently ask if they can learn to sing *Happy Birthday* in the target language for a classmate who is celebrating on that day. With little encouragement, many additional questions are asked about how birthdays are celebrated in the other culture. Using examples of cultural phenomena, the teacher can bring out this natural curiosity and can help direct the learners on the path to discovering the answers to their questions.

The variety of sub-topics within the theme of birthdays helps to interact nicely with elements of the general elementary school curriculum. It can be seen as an enhancement to a social studies unit, music from other countries, art, conversions in math, a unit on family and self, or the writing of the child's autobiography in language arts. Some possible FLES subtopics include: days, months, numbers, Saints' Days, presents and money needed to buy them, cards from the target culture, and making cards in the target language.

French Bread. (Priscilla Jacobsen)

The most popular units in any foreign language program seem to be the ones related to food. In French classes, presenting cultural phenomena on food generally arouses curiosity about bread: Why isn't it wrapped? Why do they carry it down the street still unprotected and uncovered?

Specific cultural phenomena for this unit included: a real loaf of French bread, slides taken in a French bakery showing bread being made and sold, a personal video of people buying bread in a bakery, a video clip from Truffaut's film *L'Argent de poche*, and a video entitled *A Chocolate Sandwich?* (1976 by Films/West. Available through Film Fair Communications.)

A thinking-skills strategy used by elementary classroom teachers was the springboard for dialogue in this unit. This strategy uses a chart that has a title (in this case, French Bread) and three columns with the headings 1) Know, 2) Wonder and 3) Learn. Following the initial presentation of phenomena, the class made a list of what they *know* about French bread. These items were written in the first column of the chart. Next the students told what they *wonder* about the topic, including language as well as culture. Those items were written in the second column. At the end of the unit, the third column was completed with what the students felt that they had *learned* about the topic. Having the chart present in the classroom helped the teacher and students keep sight of the direction of learning. The completed chart provided a visual reinforcement that learning had taken place, what that learning had been, and the process involved in the learning.

Language for Playing Games. (Claire Ashman)

What's the overall favorite subject of most elementary students? That's right, it's recess. So, why not bring recess into the foreign language class and learn to play some games from the target culture? Playing games is a common bond among children around the world, and it is something they love to do. When you show them a game, they want to know how to play it and they want to participate. Playing games can teach useful language content in a context that is authentic in the lives of the students' peers in the target culture.

Selecting appropriate games for the classroom should take into account the complexity of the game, the abilities of the students and the time available. Initially, it is useful to work on segments of game playing, such as taking turns throwing dice and adding up the numbers. This may not seem very exciting, but with the added challenge of using the target language, it can indeed be exciting. Once basic game-playing skills are under control, the group advances to more difficult games. A useful source of material is the book *Games of the World: How to make them, how to play them, how they came to be*, (Frederic V. Grunfeld, Ed., New York: by Holt, Rinehart and Winston.)

Students can work together to make a list of words and expressions they would need to carry out the functions needed to play the game. As they actually begin playing, they may need to add to this list. An additional element of authenticity is added by bringing in a native speaker to play the game with the students.

If you would like additional information about any of the projects described, please contact the author of the unit at: Iowa City Community Schbol District, 509 South Dubuque Street, Iowa City, Iowa 52240.

FLES Institute from page 5

During either fall or spring semester of this school year the Summer FLES Institute participants are meeting the Iowa requirements for endorsement in this area by completing the course, *Practicum: Teaching Foreign Languages in Elementary School* (3 semester hours), during which they teach an elementary school foreign language class in their home school district.

Teachers attending the 1990 Summer FLES Institute were: **Diane Coy**, Elmore, MN; **Melanie Currier**, Panora; **Mercia Foster**, Charles City; **Polly Granzow**, Eldora; **Karen Hauge**, Albert City; **Joneta Hockett**, Johnston; **Deborah Mefferd**, Pomeroy; **Kathy Metcalf**, Cascade; **Daina Powers**, Primghar; **Leslie Rinderknecht**, West Union; **Juan Trujillo**, Webster City; **Mary Jo Wieber**, Lake Mills; **Toni Woodman**, Ames.

Fifth ISU Summer FLES Institute To Be Held

The fifth annual Iowa State University Summer FLES Institute will be held this year from June 10 through July 5. Participation is limited to 15 certified elementary school or secondary school teachers with endorsement in a foreign language. Registration is open to Iowa teachers as well as to teachers from other states. For more information and an application form, contact: **Dr. Marcia H. Rosenbusch, Director, Summer FLES Institute, Department of Foreign Languages and Literatures, Iowa State University, Ames, IA 50011.**

Editor's Note: All persons interested or involved in elementary foreign language teaching are urged to send news items or articles to the editor. Submission deadline for the Spring 1991 issue is February 15, 1990.

Jointly funded by the College of Education and the College of Liberal Arts and Sciences of Iowa State University, the Iowa Department of Education, and the Iowa Foreign Language Association.

Published under the auspices of the Department of Foreign Languages and Literatures, Iowa State University.

Marcia H. Rosenbusch, Editor
Iowa FLES Newsletter
300 Pearson Hall
Iowa State University
Ames, Iowa 50011

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MARCIA ROSENBUSCH
828 BROOKRIDGE
AMES, IA 50010

IOWAFLESNEWSLETTER

A Newsletter for Teachers of Foreign Language in the Elementary School

Volume 7, Number 1

Spring 1991

NCSSFL/ACTFL Position Statement: Foreign Languages in Elementary Schools

Recently, the National Council of State Supervisors of Foreign Languages (NCSSFL) and the American Council on the Teaching of Foreign Languages (ACTFL) cooperated in the preparation and adoption of the statement that follows. The original work on this statement was done by NCSSFL; ACTFL's involvement came after drafts had been prepared. The ACTFL Executive Council made final recommendations and subsequently endorsed the statements.

Education studies and reports over the last fifteen years have caused educators, legislators, and policy makers to reaffirm the priority of foreign language instruction in our nation. New goals and objectives of proficiency in languages demand longer, well-articulated programs to meet critical needs of literacy, national defense, and international economics.

There are a number of national, regional, and local policy bodies ready with resources to assist language educators in reaching their goals. Educators must recognize and use this assistance. Citizens are demanding that more Americans become proficient in other languages and that they understand other cultures.

The National Council of State Supervisors of Foreign Languages (NCSSFL) endorses beginning foreign language instruction in the elementary grades for all students. We recognize the prevalence of three different types of elementary school programs. They are FLEX, FLES, and Immersion. On a continuum, these programs vary in levels of language proficiency to be reached, amount of cultural knowledge to be gained, and time required to reach the programs' goals.

FLEX (foreign language experience or exploratory) is designed to provide limited foreign language experience to presecondary students. FLES (foreign language in the elementary school) seeks to afford students sequential language learning experience which works toward proficiency in the four skill areas. Immersion programs deliver all or a large part of content learning through means of the foreign language.

In an effort to ensure high quality instruction, elementary school foreign language teachers should complete training which encompasses appropriate methods and materials

Continued on page 5

The Editor Writes...

Encouraging support continues to grow for elementary school foreign language programs at both the national and state levels. In this issue of the newsletter a position statement has been included that was jointly developed by the National Council of State Supervisors of Foreign Languages and the American Council on the Teaching of Foreign Languages. This statement endorses the teaching of foreign language instruction in the elementary grades for all students.

At the state level, we could have no more encouraging news than that from Iowa City. The Iowa City School Board recently voted to continue the district's model elementary school foreign language program. Funding for the program had largely been provided by outside sources, but will now be assumed in full by the district. This important statement of commitment to early language learning will certainly have a positive impact on Iowa schools.

Iowa City FLES Is Funded

Donna Grunstad
Foreign Language Coordinator
Iowa City Community Schools

Funding continues to be a major stumbling block across the nation for implementing and maintaining FLES programs. The Iowa City Community School District's FLES program, which provides foreign language instruction to all fourth, fifth and sixth graders in the district, is currently in its fifth year of existence. During these first five years, 75 percent of the funding has been provided through the State School Improvement Project (SIP). This year is the final year for SIP funding, making it necessary for the district to decide whether or not to take over the funding.

Following the presentation of an evaluation report, lengthy discussion and parental input, the Iowa City School Board recently voted 6 to 1 in favor of continued funding for the program. The process was a difficult one, but it has resulted in a renewed commitment to FLES and a desire to continue to develop the program in order to make it even stronger.

1992 NEH Summer Fellowships For Foreign Language Teachers K-12

A fellowship program funded primarily by the National Endowment for the Humanities (NEH) with additional support from the Geraldine R. Dodge Foundation is offering summer fellowships to outstanding foreign language teachers in grades K-12.

The NEH Foreign Language Fellowships carry a stipend of $3,750 for six weeks of study or research. They are intended to be used entirely outside the mainland U.S. in order to afford qualified K-12 teachers an authentic immersion experience and the opportunity to increase significantly their knowledge of foreign languages and cultures. As the mandate for foreign language instruction extends to the earliest grades and becomes more content-based, the NEH Fellowship Program for Foreign Language Teachers K-12 reaffirms the importance of giving all foreign language teachers the opportunity to increase their linguistic proficiecy and understanding of the languages and the cultures they teach.
Basic eligibility requirements include three years experience in foreign language teaching and at least 1/2 time of the full schedule spent teaching foreign languages. Rockefeller Fellows and teachers of ESL and bilingual education are not eligible.

Applications will be judged on the basis of professional qualifications, two recommendations and a 750-word project plan designed by the applicant to meet his/her professional and institutional needs. Projects should show promise of bringing tangible benefits to the K-12 foreign language classroom. Outreach across their school curriculum or to other foreign language colleagues is also expected as part of the outcome.

For further information on eligibility requirements and applications, contact: NEH Fellowship Program for Foreign Language Teachers K-12, Connecticut College, 270 Mohegan Avenue, New London, CT 06320, (203) 439-2282.

Dedi Walker Named Outstanding Educator

The Iowa Foreign Language Association named Dedi Walker recipient of their Outstanding Educator Award at the elementary school level at its annual meeting held in October 1990 in Sioux City. This award is given to the person who exemplifies the best in teaching and who has provided outstanding service to the profession. Walker received the award in recognition of her work at the elementary school level and for her contributions to the development of foreign language education in the state.

Walker teaches Spanish at both the secondary and elementary school levels in Iowa City and has served as department chair as well as district coordinator. During the time that she was coordinator, plans for a 7-12 foreign language sequence were developed to provide for fifth year study at the high school and for expanded study at the junior high. She also provided support for the before/after school foreign language program that was active at the elementary school level at that time. Walker was a valuable participant in the development of the successful 4-6 elementary school foreign language program that is currently in place. Over the years Walker has served on numerous district committees, curriculum writing projects, and numerous NCA Evaluation Teams. She has also given presentations at many state and regional conferences.

Congratulations to Dedi Walker, for her excellent work as an elementary school foreign language teacher!

The Mayas of Mesoamerica

Melanie Currier
Spanish and French Teacher
Panorama High School

Melanie Currier prepared this unit for use in a classroom teaching experience that is part of the requirement for FLES certification in Iowa. Currier's unit is an example of content-based foreign language instruction. Her unit was designed to enhance the content of the social studies curriculum in a beginning level Spanish class for sixth graders. All activities were completed in Spanish unless English is indicated at the beginning of the activity. When completing an activity in Spanish, Natural Approach strategies were used to help make meaning clear. With more advanced Spanish students, all of the activities could be completed in the foreign language. ED

UNIT ONE: THE PEOPLE

OBJECTIVE: The students will be able to create the general appearance of the common Maya people as well as to explain how this physical appearance was obtained.

Activity 1: Each student will predict what Mayan faces looked like and will draw an imagined face.

In English the students will be asked to close their eyes and imagine themselves traveling through a rain forest. A mood tape of a rain forest will be played softly in the background. The teacher will continue, "You are on a journey backwards in time. You are searching for the Mayas. As you are walking through the hot, humid, and dark rain forest, you hear monkeys swinging among the trees and colorful birds calling. Up ahead you see some light. When you reach the clearing, you see a large, white pyramid being built by some Indians. These are the Mayan Indians for whom you've been searching. You step closer to them so that you can see all of the details in their faces. Remember what you see as you slowly open your eyes and return to the group."

In Spanish the students will be asked to move to a desk at which they will find crayons and a sheet of paper. They will be instructed to draw the face of one of the Mayan Indians they had seen on their journey.

Activity 2: The students will compare and contrast typical Mayan features to their drawings of imagined Mayas, as well as to their own features.

The students will view their "prediction" drawings of imagined Mayan faces that are displayed in the classroom. As the rain forest tape is being played softly in the background, they will listen to the teacher's description of a Mayan Indian's face as she constructs it part by part on a flannel board. When the face is completed, the students will be asked to compare this face to their drawings and to their own faces. They will be asked to notice what is similar and what is different. Special attention will be focused on typical features of the Mayan: hairstyles; hair color; skin color; crossed-eyes; flattened foreheads; sharp, inlaid teeth; and tattoos.

The students will then discuss, in English, some of the things that they do, or that their family and friends do, to make themselves more beautiful. The teacher or a student will list the ideas on the marker board.

Activity 3: The students will draw a Mayan face based upon the new information they have learned.

The students will be asked to again draw a Mayan face, basing this new face on the information they have learned. The teacher will play the rain forest tape softly in the background to set the mood. As the students complete their work, they will be invited back to the circle to review the parts of the face. The class will then have a chance to observe together their pre- and post-lesson Mayan face drawings.

The students will be shown a Mayan face and a magazine picture of an American face that illustrate the differences in their features. Students will be asked to choose the picture that depicts what the teacher is describing by saying *maya* (Mayan), *americano* (American), or *los dos* (both). Questions will include the comparisons of *moreno/rubio* (dark-haired/blond), *liso/rizado* (straight/curly), *plano/redondo* (flat/rounded), *piel oscura/piel clara* (dark skin/light skin), *grande/pequeño* (large/small), and other features such as *dientes afilados* (sharpened teeth), *bizco* (cross-eyed), *aretes* (earrings), and *cola de caballo* (pony-tail).

Activity 4: The students will hypothesize how the Mayans obtained their unique appearance.

The teacher will introduce the students to large cut-out figures of a Mayan boy named *Ah Haleb* and to his sister *Ix Bacal*. The figures will "point out" to the students two of their distinctive features: crossed-eyes and flattened foreheads.

Continued on page 4

The Mayas from page 3

The figures will "whisper" to the teacher to ask the students to guess how they became beautiful. In English the teacher will ask for the students' ideas. Then, Ah Haleb and Ix Bacal will explain to the students how their foreheads were flattened and the eyes were crossed, using a set of drawings from Von Hagen (1960) to illustrate the explanations.

Cuando nosotros éramos bebes, nuestra madre puso nuestras cabezas entre dos tablitas y las unió. Ahora, tenemos las frentes muy planas. Tambien, los chicos llevaban una bola de cera atada con un cordón alrededor de la cabeza. Es por lo que yo soy bizco. Las chicas llevaban una concha que estaba atada con un cordón alrededor de la cintura. Los cordones eran símbolos de la niñez.

(When we were babies, our mother put our heads between two small boards and tied the boards together. Now, we have very flat foreheads. Also, boys wore a ball of wax tied with a cord around the head. That is why I am cross-eyed. The girls wore a shell that was tied with a cord around the waist. These cords were symbols of childhood.)

The Mayan figures will ask for two volunteers to come up to the teacher, who will help them to put on the Mayan symbols of childhood and purity. The students will then be told that each of them will make a symbol according to their gender.

Activity 5: The students will mold beads (boys) or shells (girls) similar to the Mayan children's symbols of childhood.

The teacher will hold up a bead and a shell each attached to yarn. She will review with the class the information that boys wore the bead around the forehead and that girls wore the shell around the waist. Each child will then be given a ball of clay in a plastic bag. The girls will need to mold the clay into a shell and use a sharp object to mark the characteristic lines of the shell. The boys will need to roll the clay into a ball the size of a marble. This will be done on the plastic bags in order to cut down on the mess. The students will set their creations aside in a safe place, labeled with their name, in order for the clay to dry. Wet and dry paper towels will be in the room for the students' use so that they will not need to leave the classroom to go to the bathroom.

At the next class, if the clay is dry, the teacher will give each student a piece of yarn measured to the waist or to the head, accordingly. The students will fasten their symbols to the yarn and then wear the completed symbols.

Note: This unit continues with the following objectives:

OBJECTIVE TWO: The students will be able to recreate the daily events in the life of a common Mayan family.

OBJECTIVE THREE: The students will be able to contrast differences between the levels of Mayan society.

For further information about this and other units on the Mayas, contact: Melanie Currier, 113 W. 4th, Panora, IA 50216.

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Impressions of SLAC Conference

Mercia Foster
FLES Teacher
Charles City, Iowa

SLAC—I had to hear it two or three times before the name stuck with me; and I had to see it in writing to fully understand its meaning. SLAC stands for Second Language Acquisition by Children. The fifth international SLAC Conference was held March 1991, in Raleigh, North Carolina. The fact that this was an international conference made it intriguing and, since I had never been to Raleigh, I felt great excitement about the whole idea of attending.

I have attended the Central States Conference a few times and have been impressed by the quality and value of information presented in the multitude of sessions there. SLAC is different from Central States in that the wealth of ideas and information to be gained is aimed specifically at FLEX, FLES, and Immersion teachers. At the SLAC Conference one can learn about successful programs for teaching foreign languages to elementary school children in various regions of the United States, but also in other countries. I attended one session given by Mara Sukholutskaya, a Soviet expert who described the FLES programs in existence in schools in the Ukraine. I also attended a session explaining the FLES programs of one of the poorest counties in North Carolina.

I was a co-presenter of a halfday workshop, *Protecting the Environment*, at the SLAC conference this year together with Dr. Marcia Rosenbusch. Wearing a badge that said "Presenter" was helpful when it came to meeting and conversing with individuals from among the 400 teachers and administrators attending the conference. Many of them asked about our workshop topic if they had not been able to attend our workshop.

Without this advantage it was still easy to meet people. Foreign languages teachers as a group tend to be friendly and are willing and eager to share ideas. FLES teachers seem to be particularly enthusiastic about their chosen field and their programs. The area of elementary school foreign languages is expanding rapidly as more and more school districts and state governments begin to understand the logic and importance of introducing foreign language instruction early in the educational process.

The sessions and workshops offered at the SLAC Conference were not only inspiring from an informational point of view, they were also fun. FLES teachers are experts at keeping their audiences involved in the topic and in using many hands-on techniques. The keynote speakers, Woody Woodford, Frosty Troy, and Fran Hoch, were enlightening and very entertaining. I hesitate to admit that I was not familiar with any of these names before attending the conference, but I will certainly remember them now. Three of our conference meals were included in the registration fee. Two meals were followed by keynote addresses and at the other, on Friday evening, a German band played some great polkas and other dance music after dinner. Everyone joined in the dancing!

The next SLAC Conference will be held in conjunction with the conference of the American Council on the Teaching of Foreign Languages (ACTFL) in November 1992 in Chicago, Illinois. I certainly hope to be there to renew friendships from this year, to make new friends, and to continue to build a network of ideas, information, and support that is so helpful to me as a FLES teacher. Won't you join me?

NCSSFL/ACTFL from page 1

for elementary school foreign language instruction, the nature of the elementary school learner, and the nature of the elementary school curriculum. It is highly recommended that modern foreign language teachers possess a minimum oral proficiency level of Advanced on the ACTFL/ETS proficiency scale.

Articulation and integration with middle school or junior high school curriculum are integral components of a foreign language sequence that leads to usable foreign language proficiency. All skill-building programs which start in the elementary grades must have continuity between elementary and secondary levels. In addition, a process for program evaluation is essential when implementing these foreign language models.

NCSSFL believes that the best foreign language programs in the elementary schools will result from a careful study of the outcomes desired by each local district ant its citizens. It is hoped that this statement clearly indicates that we, as foreign language program specialists, desire quality instruction and carefully planned programs to assure success in elementary school foreign language programs.

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FLES Reviews . . .

Reviews of literature and materials of interest to FLES teachers are included in each issue. Although the reviews have been divided into French, German, and Spanish, you will find material of interest to all FLES teachers in each section as well as language specific material. If you are acquainted with FLES materials, books or articles that would be on interest to other FLES teachers please send information about them to the appropriate reviewer.

FRENCH: Cathy Stone, Box 247,
Ogden, Iowa, 50212.
GERMAN: Chris Joslin, 2612 38th Street,
Des Moines, Iowa 50010.
SPANISH: Leslie Schrier, 814 Independence,
Pella, Iowa 50219.

FRENCH

MacArthur, B. (1989). *Sing, dance, laugh, and eat quiche*. Janesville, WI. Available from Sing, Dance, Laugh, and Eat Quiche, 6945-Highway 14 East, Janesville WI 53546.

Sing, Dance, Laugh, and Eat Quiche has much to offer the elementary and secondary school teachers. All of the delightful selections, from traditional songs (*Boire Un Petit Coup*) to an everyday children's rhyme (*Am Stram Gram*) add to the students' experiences. This cassette also includes four Christmas songs.

The author sings and speaks clearly, which is so important for beginning levels. With certain songs, a short historical or cultural introduction is given. Some songs include actions, which make the songs even more interesting for elementary students. *Sing, Dance, Laugh, and Eat Quiche* would be a nice addition to anyone's cassette collection. A Spanish version of this material is also available.

GERMAN

Goodman, M. (Illustrator). (1991). *Let's learn German picture dictionary*. Lincolnwood, IL: Passport Books. Available from National Textbook Company, 4255 W. Touhy Ave. Lincolnwood, IL 60646-1975.

This picture dictionary contains 64 brightly-colored pages representing 32 themes. Main vocabulary words are individually illustrated to one side of and under the inclusive, larger thematic picture. Printed above each individual picture are the English and German translations. The words are also listed in two glossaries in the back. One is German-to-English, the other is English-to-German. The themes depict everyday life and situations such as the home, school, the city, the country, shopping, and transportation. The theme of clothing shows a boy and a girl with a variety of clothing that looks as though it could be cut out and used on paper dolls. There are some themes not usually seen in picture dictionaries, which could be quite useful in studying units such as outer space, the ocean, world geography and landforms, family trees, and pre-historic life. (Watch out, though, for the dinosaurs in the same picture as the cave people.)

SPANISH

Hautzig, E., & Keats, E. J. (Illustrator). (1968). *In the park: An excursion in four languages*. New York, NY: Macmillan.

The author and illustrator of this book present typical activities experienced by children in the public parks of Paris, Moscow, and Madrid. These activities, accompanied by dialogues, vocabulary, and descriptions are presented in four languages: English, French, Russian, and Spanish.

For the FLES teacher this book and its marvelous illustrations can be used to augment previous classroom work in these four countries. This book presents culture in a positive, comparative manner, emphasizing similarities in experiences.

Hautzig, E., & Aliki. (Illustrator). (1968). *At home: A visit in four languages*. New York, NY: MacMillan.

Home is the best place in all the world. It is wonderful to be together with your family in familiar comfortable rooms in Chicago, or Marseilles, Barcelona, or Leningrad.

These are the words that begin a tour of homes in the cities mentioned for young learners of English, French, Spanish, and Russian. The author and illustrator present a marvelous perspective on what it is like for children in these countries to be at home. All of the rooms of a typical western-European home are identified by the activities that take place within them. This book is a resource for vocabulary and visuals that is sure to stimulate teachers to discover many creative ideas for its use in the classroom.

FLES Crisis in North Carolina

Audrey L. Heining-Boynton
University of North Carolina at Chapel Hill
Chapel Hill, North Carolina

In 1985, North Carolina mandated foreign language education for all children in kindergarten through fifth grade. Implementation began in 1988 with the state providing partial funding to assist in the effort. This financial aid, which was promised through 1995, provides necessary start-up resources to all districts for the implementation of the new curriculum.

In the spring of 1989, a state financial crisis began to unfold and by 1990, North Carolina announced a deficit of $500 million. Legislators will soon be making financial decisions that could result in the *elimination of the new foreign language programs across the state by the fall of 1991.*

The excellent work that has already been done in North Carolina in response to the elementary school foreign language program mandate serves as an important model for other states

Continued on page 8

Become a Founding Member of NNELL

The National Network for Early Language Learning (NNELL) is in the process of changing from a loose network to a formal membership organization. This change will mean that members will now have voting rights, can hold office, and can become directly involved in projects and activities of NNELL. Members will continue to receive *FLES NEWS*, a newsletter for teachers of foreign language in elementary school. This newsletter, which is published by NNELL, provides teachers with valuable information about FLES at the national and international levels. Articles on research, rationale, teaching methodology, and publicizing FLES and included in the newsletter.

Regular features of the newsletter include a conference calendar, information on funding and new legislation, and resources and activities for the classroom. Readers are asked to contribute resource and activity ideas, samples of children's work in the second language, as well as articles on topics of interest to elementary school foreign language teachers.

In honor of NNELL becoming an official organization, anyone who renews their subscription or becomes a member for the first time by Fall 1991 will be listed as a "Founding Member" of NNELL. To become a member and to receive the newsletter, fill out the form included below.

Subscription Order Form (1991-92)

Please send me a one year subscription to *FLES NEWS*. I am enclosing my check for $12.00. Overseas rate is $15. (Make checks payable to *NNELL*.)

Name: ____________________

Title or grade level: ____________________

School or affiliation: ____________________

Mailing address: ____________________

City, State: ____________________ Zip: __________

Check whether this address is ________ Home ________ School

______ Check here if this is a renewal. ______ Check here is this is a change of address from last year.

Mail check (no purchase orders accepted) and this order form to: Gladys Lipton, Treasurer, National Network for Early Language Learning, P.O. Box 4982, Silver Spring, MD 20914.

North Carolina from page 7

that also have some form of mandate—Louisiana, Hawaii, New York, Arizona, Arkansas, and Oklahoma—and for states that are considering a mandate—Texas and Oregon. Yet the North Carolina experience is also important to all who are committed to elementary school foreign language programs. It is important to recognize that the demise of the North Carolina programs would ultimately have a negative effect on all elementary school foreign language programs in the nation.

Your support for North Carolina's elementary school foreign language programs is critical. Please write to the legislators listed here, urging them to support full funding for the foreign language component of the Basic Education Program.

Senator Marc Basnight
Co-chairman
P.O. Box 1025
Manteo, NC 27954
(919-473-3474)

Bob Etheridge
State Superintendent
N.C. Dept. of Public
Instruction
Education Building
116 W. Edenton St.
Raleigh, NC 27603-1712
(919-733-3813)

Representative Joe H. Hege, Jr.
Co-chairman
P.O. Box 833
Lexington, NC 27292
(704-249-9141)

Barbara M. Tapscott, Chair
State Board of Education
Burlington City Schools
1712 Vaughn Road
Burlington, NC 27217
(919-570-6060)

Editor's Note: All persons interested or involved in elementary foreign language teaching are urged to send news items or articles to the editor. Submission deadline for the Fall 1991 issue is May 30, 1991.

Jointly funded by the College of Education and the College of Liberal Arts and Sciences of Iowa State University, the Iowa Department of Education, and the Iowa Foreign Language Association.

Published under the auspices of the Department of Foreign Languages and Literatures, Iowa State University.

Marcia H. Rosenbusch, Editor
Iowa FLES Newsletter
300 Pearson Hall
Iowa State University
Ames, Iowa 50011

IOWA**FLES**NEWSLETTER

A Newsletter for Teachers of Foreign Language in the Elementary School

Volume 7, Number 2

Fall 1991

Ankeny Students Learn Japanese

Many Iowa school districts continue to look for ways to infuse global studies into the curriculum in order to comply the global education standard established by the Iowa State Legislature in 1988. The Ankeny Community School District has chosen to include both language and cultural studies in their elementary school International Studies Program as a way of helping students develop a global perspective in accordance with the state mandate.

The Ankeny program began three years ago with the teaching of French and Spanish in grades 1-3. This year the program continues to expand the language teaching to include grades 1-6. Along with the foreign language component, the International Studies program, also in grades 1-6, includes various activities such as: 25-30 guest speakers each year from (or with experience in) the target country; resource persons who provide special experiences in art, music, and physical education classes; teacher resource materials, and ethnic lunches. In addition to this aspect of the International Studies program, Ankeny also has begun instruction in Japanese.

Ankeny was one of ten Iowa school districts to host a Japanese teacher in 1990-91. Besides providing a first-year class in Japanese at the high school, the school district also began a two-week unit in social studies classes (45 minutes every day) in Japanese language and culture for all 6th graders--350 students. The Japanese program continues again this year at both levels.

The 6th grade Japanese unit begins with students learning how to greet their teacher as they would be expected to do in an elementary school classroom in Japan--with a bow and a greeting. Each day a new greeting or expression is introduced until seven are learned. The greetings are taught using large flash cards depicting the time of day and whether the situation is a greeting or a farewell. The expressions are modeled by the teacher so that English translation is avoided.

Continued on page 4

The Editor Writes...

Readers know that the **Iowa FLES Newsletter** has been partially funded by the College of Education and the College of Liberal Arts and Sciences of Iowa State University, the Iowa Department of Education, and the Iowa Foreign Language Association for the past several years. This year's state budget crisis has eliminated the Iowa Department of Education partial funding for the **Iowa FLES Newsletter**. Although this funding cut is significant, every effort is being made to continue, without interruption throughout the 1991-92 school year, this important communication link.

ACTFL:
Special Interest Group Formed

The American Council on the Teaching of Foreign Languages (ACTFL) has announced the formation of a Special Interest Group (SIG) on Teacher Development. The Teacher Development SIG will meet for the first time at ACTFL '91 in Washington, DC. All teacher educators, classroom teachers, and concerned professionals are encouraged to attend the informational meeting on Sunday, November 24, from 2:00-3:15 p.m., in Room 18, Washington Convention Center. For further information contact: **Leslie Schrier, The University of Iowa, N268 Lindquist Center, Iowa City, IA 52242 (319-335-5048).**

National and Regional Conference Opportunities for Iowans

The 1992-93 school year will be a superb year for Iowans to both attend and present sessions at regional and national conferences at little travel expense.

In the spring of 1993 Iowa will host the Central States Conference on the Teaching of Foreign Languages (CSC) in Des Moines, March 25-28. Instead of holding the annual conference of the Iowa Foreign Language Association (IFLA) in the fall of 1992, the IFLA conference will be held in conjunction with the CSC conference in the spring of 1993.

In the fall of 1992 two national conferences will be held back-to-back in Illinois. The American Council on the Teaching of Foreign Languages (ACTFL) will hold its annual conference in Chicago/Rosemont, IL, November 20-22, 1992. Just prior to the ACTFL conference and at the same site, the Second Language Acquisition for Children (SLAC) conference will be held.

Session proposal forms are typically due approximately nine months to one year prior to the conference. Plan now to participate as a presenter at one or all of these excellent conferences. For further information and conference session proposal forms contact:

CSC, Pat Westphal, 5701 Waterbury Road,
Des Moines, IA 50312.
ACTFL, 6 Executive Plaza, Yonkers, NY 10701-6801.
SLAC, Gladys Lipton, UMBC, Modern Languages and Linguistics, Baltimore, MD 21228.

AATSP:
FLES Committee Organized at AATSP

At the August 1991 meeting of the American Association of Teachers of Spanish and Portuguese (AATSP), a national committee focusing on FLES meet for the first time. The following draft statement was prepared:

The American Association of Teachers of Spanish and Portuguese (AATSP) is dedicated to the promotion of language learning, cultural understanding, research and the dissemination of knowledge.

It is the opinion of the organizing members of the National FLES* Committee of AATSP that we in the U.S. must promote second language learning for young children. To do so advances the educational and social well-being of our culturally and linguistically diverse population, while it affirms the role this and future American generations seek to play in a global, interdependent society.

Therefore, the National FLES* Committee of AATSP endorses all types of programs that provide access to meaningful language instruction at the preschool and elementary and middle school levels. These should be followed by sequential, articulated programs at secondary and post-secondary levels. All types of FLES* programs may and do vary widely in scope and intensity; the Committee supports programs such as sequential FLES, Immersion and FLEX (Exploratory). Early and continuous study of a second language assists children in understanding the communicative process; recognizing and accepting new patterns of thought produces adaptability and flexibility in diverse intellectual skills areas.

We actively encourage parents, community members, school board officials and others to realize their role in fostering language learning and appreciation, and we will work collaboratively with other organizations with similar goals.

Spring FLES Workshop Planned

Iowa's elementary school foreign language teachers are invited to participate in the annual Iowa State University Spring FLES Workshop. Due to the state budget crisis and lack of state funding for the workshop, this year is the perfect time to return to the original format of the workshop--Iowa teachers sharing successful classroom activities, techniques, and materials with each other.

The focus of this workshop will be on showcasing activities that demonstrate the new directions in elementary school foreign language teaching: whole language, content based instruction, cooperative learning, and cultural, multicultural, and global education. Teachers are encouraged to share with others their classroom successes through this workshop opportunity.

Teachers who are considering submitting a proposal to the Central States Conference in 1993 (to be held in Des Moines), or the Second Language Acquisition in Children Conference and the American Council on the Teaching of Foreign Languages in 1992 (Chicago), are encouraged to "try out" their presentation at the ISU Spring FLES Workshop. [ED. see *National and Regional Conference Opportunities for Iowans* in this issue.] This workshop is the perfect time for first time presenters to gain experience with a familiar and supportive audience.

This year's workshop will be held at the Iowa State University Memorial Union on Saturday, February 29, 1992, from 9:00 am to 4:00 pm. No registration fee will be charged, but participants will need to plan to pay for their own snacks and their lunch at the Memorial Union or in campustown.

Sessions for the workshop will be selected by a committee that will include: Donna Grundstad, Iowa City Community School District; Paul Hoekstra, State Foreign Language Consultant; and Marcia Rosenbusch, Workshop Coordinator.

If you are willing to share a successful classroom experience with other elementary school foreign language teachers, please send the following information (double-spaced):

1. Title of the activity.
2. Grade level/s.
3. Objective/s.
4. Material/s.
5. Procedure/s.
6. Amount of time needed for the presentation.
7. Audiovisual equipment needed.
8. Name, address, and telephone numbers of the presenter/s.

Please send in your presentation ideas by November 30, 1991 to: **Marcia Rosenbusch, 300 Pearson Hall, Iowa State University, Ames, IA 50011 (515-294-4046).** Plan now to join other Iowa FLES teachers at this important professional event!

FLES K-8 Enrollment Survey

Paul Hoekstra, Foreign Language Consultant, has announced preliminary results of a K-8 survey of foreign language programs in public and private schools in Iowa. Since the Iowa Department of Education (DE) does not require school districts to report on foreign language study at the elementary school or middle school levels, this is the first time this type of enrollment information has been gathered.

The combined enrollment figures for all Iowa students studying a foreign language in grades K-8 in public and private schools is 37,138. More students are learning a foreign language in the upper elementary grades (4-6) than in the lower grades (K-3). A somewhat higher enrollment figure was reported for 5th grade (3279) than any other K-6

Continued on page 4

Japanese from page 1

Students also learn ten colors, which are introduced two each day using laminated circles of construction paper. Reinforcement activities are used on subsequent days. For example, the circles are given to individual students and the class is asked who is holding a certain color.

The numbers one through ten are also introduced two each day for the first week, then eleven through twenty, in the second week. The only written Japanese the students see are the numbers. An extra set of flash cards with the numbers one through ten written in calligraphy are on display in each 6th grade classroom so students can see them throughout the day.

A review of written numbers (non-Arabic) might include a combination of colors and numbers in a Bingo game; having students who are holding individual numbers arrange themselves in the correct order; or, after the numbers are very familiar, having volunteers place mixed up number flash cards in the proper order along the chalk tray. This last activity is not problematic for the students after the first week.

Other Japanese language that is introduced includes four expressions relating to clothing (see the illustration from a quiz on the Kimono). Students learn how to wear a kimono and view slides of a Japanese wedding showing various traditional and contemporary dress.

The Japanese teacher, or a resource person, teaches calligraphy in art class; in music class students learn four simple Japanese songs. In physical education class, Mr. Eric Heintz, from the Eric Heintz Black Belt Academy, provides a Kendo demonstration with his assistant. He explains the history of the Samari, the sacredness of the sword, and the martial art of Kendo.

As enrichment in reading class, some of the classroom teachers have their students read the paperback book, *The Master Puppeteer* (Paterson, 1975). Others have their students read from a set of Japanese folktales. One teacher asked her students to illustrate the folktale they each read.

Following each 15 minute language lesson the Japanese teacher introduces a topic relating to Japanese culture during social studies time. Topics include education, government, clothing, food, and religion. A film, *Japanese Way of Life*, (1990), is shown by the classroom teacher and discussion of the film takes place during the next Japanese class period. A Japanese certified "Master" performs the tea ceremony with students following their study of the history and meaning of the ritual of this ceremony.

The culminating activity of the unit is a Japanese lunch prepared and served by the food service department of the school district. Prior to the lunch students receive a demonstration on how to use chopsticks. Each student receives a pair of chopsticks with lunch and has the opportunity to use them in eating the Japanese meal. Chopsticks were purchased from a local Oriental restaurant for about $.05 a pair. After lunch the chopsticks were cleaned and used to display student-made mobiles.

Continued on Page 9

Enrollment Survey from page 3

grade. Enrollment almost triples as students enter the 7th grade (11,036) and is even higher for 8th grade (11,727).

Combined public and private enrollment figures by grade level are:

K = 417
1 = 1144
2 = 1413
3 = 1828
4 = 3211
5 = 3279
6 = 3083
7 = 11036
8 = 11727

The languages taught include Dutch, French, German, Japanese, Latin, Russian, and Spanish. Spanish is the language most frequently taught, followed by French.

Final results of this survey will be available later this year and will be reported in an upcoming issue of the **Iowa FLES Newsletter**.

For more information contact: **Paul Hoekstra, Foreign Language Consultant, Iowa Department of Education, Grimes State Office Bldg., Des Moines, IA 50319-0146 (515-281-7806).**

Elementary School Foreign Language Programs: The Benefits and Outcomes Supported by Research

The lack of proficient foreign language speakers in the United States makes this country increasingly disadvantaged in international trade and diplomacy. In response to this situation numerous commissions and organizations have called for foreign language education to begin early and continue in an uninterrupted sequence in order to allow students to obtain higher levels of proficiency (Met & Rhodes, 1990):

U.S. Secretary of Education's James Madison Elementary School: A Curriculum for American Students (1988)
National Advisory Board on International Education Programs (1983)
National Commission on Excellence in Education (1983)
President's Commission on Foreign Languages and International Studies (1979)
National Governors' Association (1989)
National Council of State Supervisors of Foreign Languages and the American Council on the Teaching of Foreign Languages (1990)
National Association of Elementary School Principals (1987)
Johnson Foundation: Wingspread Conference (1988)

Iowa is aware of the importance of providing students with opportunities for the study of foreign languages. The Governor's Task Force on Foreign Language Studies and International Education (1983) recommends that Iowa provide a comprehensive foreign language and international studies program that "should extend from kindergarten through college and beyond, in a coordinated effort to reach all Iowans" (p. 18). A recent survey of Iowa's international businesses (Staplin, 1990) reveals that of the 146 responses, 93% indicated that foreign languages should be offered at the elementary school level. Seventy-nine percent would give preference in hiring to a prospective employee with a foreign language background.

Each of the various elementary school foreign language program models (immersion, partial immersion, FLES, FLEX) has unique advantages and disadvantages in terms of benefits and outcomes. A brief description of each program model will be provided here followed by a listing of the advantages of each model that are supported by research studies.

Immersion and Partial-Immersion. In immersion programs all of the of elementary school curriculum is taught in the foreign language. In partial immersion programs between 50% and 100% of the curriculum is taught in the foreign language. A high level of communicative proficiency is an important goal of all immersion programs.

a. Students in early immersion programs (beginning in kindergarten or first grade) perform as well as, or out-perform their English only peers on tests of achievement in English (Swain 1979, 1981, 1984).

b. At the end of a six to seven year program, although differences in performance exist in speaking and writing, student performances in listening and reading are similar to that of native-speaking peers (Swain, 1979).

c. Immersion students consistently demonstrate comparable or better performance in subject matter content than students taught in an English-only program (Swain, 1984).

d. Student attitudes toward speakers of the language become more open and positive (Lambert, 1984; Waldman, 1975; Jashni, 1976; Lebach, 1974)

e. Students of average and below-average IQ perform equally well as students of above-average IQ on

Continued on page 6

Program Benefits from page 5

oral production and interpersonal communication skills (Swain, 1975; Genesee, 1976).

f. Students in early immersion programs demonstrate "feelings of ease, comfort and naturalness in using the second language" (Swain, 1979).

FLES (Foreign Language in the Elementary School). FLES Programs vary greatly in the amount of time spent in teaching and the intensity of the classroom experience. The results reported here are based on programs where the language is taught 30 minutes every day in grades 4-6. In FLES programs each language is articulated with upper level programs. A central goal of FLES programs is the development of proficiency in the language.

a. Regardless of race, sex, or academic performance students in the FLES program significantly outperformed students receiving an extra one half hour of English language arts instead of the foreign language (Rafferty, 1986).

b. By the time students were in the third year of the FLES program they performed twice as well as their English-only peers on English language arts (Rafferty, 1986).

c. After an initial lower performance in math skills, FLES students in the third year of the program tended to outperform non-foreign language students. These results, however, were not strong enough to be conclusive (Rafferty, 1986).

d. Students in the FLES program outperformed students in the English only program at the highest levels of Bloom's Taxonomy--analysis, synthesis, and evaluation (Foster & Reeves, 1989).

e. FLES students outperformed English only students on metacognitive processing (the assessment and regulation of the on-going process of comprehending) (Foster & Reeves, 1989).

The following observations are based on 20 minutes daily in grades 1-3 and 30 minutes daily in grades 4-6 in the Ferndale, Michigan, program that is articulated from elementary school through middle school and high school.

f. Sixty-five percent of the FLES students continue foreign language study when it becomes optional in 7th and 8th grade. Ninety percent of these students continue the foreign language in grades 9-12. The earlier a student starts in the FLES program, the less likely he/she is to drop the study of the foreign language when it becomes optional (Haire, 1991).

g. Students of lower academic abilities are successful in a foreign language program that focuses on communication rather than grammar-translation. In a traditional foreign language program students who continue beyond one year tend to be only those who have an IQ of 110 and above (Haire, 1991).

FLEX (Foreign Language Experience). FLEX programs are self-contained programs that provide a general exposure to language and culture, teach basic words and phrases, and develop an interest in foreign language for future language study. Since FLEX programs do not provide an articulated sequence for each language between elementary school and secondary school, FLEX programs do not focus on the development of language proficiency as a central goal.

According to a 1988 survey of Iowa elementary school foreign language programs, most programs in Iowa are FLEX programs (Rosenbusch & Robinson, 1988). Little research is available on the outcomes of FLEX programs, but programs do seem to increase interest in the study of a foreign language in secondary school.

a. An increase in the numbers of students choosing a foreign language elective in 7th grade occurred after the implementation of the elementary school FLEX program. Before the FLEX program, 36% of the

Continued on page 7

Program Benefits from Page 6

7th graders elected a foreign language. In subsequent years the percentages have been: 48%, 44%, 46%, and 50% (Grundstad, 1990).

Marcia H. Rosenbusch, Iowa State University, 300 Pearson Hall, Ames, IA 50011.

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FLES Reviews . . .

Reviews of literature and materials of interest to FLES teachers are included in each issue. Although the reviews have been divided into French, German, and Spanish, you will find material of interest to all FLES teachers in each section as well as language specific material. If you are acquainted with FLES materials, books or articles that would be on interest to other FLES teachers please send information about them to the appropriate reviewer.

FRENCH: Cathy Stone, Box 247,
Ogden, Iowa, 50212.
GERMAN: Chris Joslin, 2612 38th Street,
Des Moines, Iowa 50010.
SPANISH: Leslie Schrier, 814 Independence,
Pella, Iowa 50219.

FRENCH

MacArthur, B. (1989). *Sing, dance, laugh, and eat quiche.* Janesville WI. Available from Sing, Dance, Laugh and Eat Quiche, 6945 Hwy. 14 East, Janesville, WI 53546 (608-752-1112).

Sing, Dance, Laugh, and Eat Quiche has much to offer elementary school French teachers. All the delightful selections, from traditional songs, "Boire un Petit Coup," to an everyday children's rhyme, "Am Stram Gram," enrich the students' classroom experience. The author sings and speaks clearly, which is important especially at the beginning levels of language learning. With certain songs, a short historical or cultural introduction is provided. Some songs include actions, which make the songs even more intriguing for elementary school students. This musical cassette will be a nice addition to a teacher's collection--and one that will be used often.

GERMAN

Hill, E. (1984). *Fleckis A-B-C* (M. Kruse, Trans.). Esslingen: J.F. Schreiber GmbH.

Hill, E. (1984). *Fleckis tolles Jahr* (M. Kruse, Trans.). Esslingen: J.F. Schreiber GmbH.

Hill, E. (1984). *Flecki lernt zählen* (M. Kruse, Trans.). Esslingen: J.F. Schreiber GmbH.

Hill, E. (1984). *Flecki und die Uhr* (M. Kruse, Trans.). Esslingen: J.F. Schreiber GmbH. All of the above are available from Gessler Publishing, 55 West 13th St., New York, NY 10011.

The "Flecki" books are German translations of the series of books about "Spot" (a dog) by Eric Hill. The books combine easy one or two line texts with large and simple drawings. Some drawings are in bright primary colors while others are black outlines that are intended to be colored. Each book has 12 pages, which provides a convenient format for teaching the 12 months, 12 hours, and counting to 12.

The books are geared to very young children--preschool to first grade, but with creativity could be adapted to higher grades. The book on time, *Flecki und die Uhr*, for example, could be used for young students to ask such questions as, "Do you eat breakfast at 8 o'clock?" and to review numbers. After reading the book, older students could discuss their own daily schedules while students with writing skills could make booklets of their own schedules.

The counting book counts mostly common animals that students might see on their way to school--butterflies, squirrels, rabbits, and snails. The book about the months of the year can be used to discuss weather as well as holidays. The alphabet book can be combined with the learning of an alphabet song in German for younger students. This book contains a lot of vocabulary which

Continued on Page 9

FLES: Reviews from Page 8

could be used by older students to create and illustrate their own alphabet book. These delightful books provide many opportunities for reviewing and expanding the German learned in the elementary school classroom.

SPANISH

Schrade, A. O. (1980). *Gabriel, el fantasmita simpático en México.* Skokie, IL: National Textbook.

Just in time for Halloween sharing, this delightful children's adventure story is told in both Spanish and English. The young Spanish learner is introduced to Gabriel, a gringo ghost, and Chucho, a Mexican ghost. Through Gabriel, Chucho is introduced to the customs surrounding the celebration of Halloween in the United States. The young ghosts costume themselves as cowboys and participate in "trick or treat". Eating a lot of candy is part of the holiday emphasized in the United States.

Chucho and Gabriel fly across the Rio Grande to Janitzio. The two ghosts encounter the town folk on their way to the cemetery to celebrate *El día de los muertos.* Chucho explains the customs surrounding this Mexican tradition. As the ghosts consume the food left in the cemetery by the Mexicans, they reflect on the commonality of eating sweets during the respective holidays.

Teachers and students alike will benefit from reading aloud this story. The dialogue that could ensue from reading, *Gabriel, el fantasmita simpático en México*, could solidify the similarities in customs both cultures have during the autumn season.

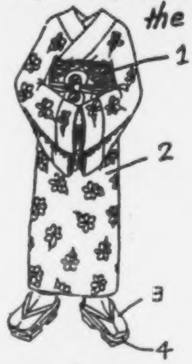
Japenese from page 4

Many fine materials for this unit were provided by the Yamanashi Ministry of Education, the family of Mr. Norihiro Takahashi, and Mr. Makoto Koshiishi, who is a Representative of Yamanashi Prefecture International Trade, Iowa Department of Economic Development, 200 East Grand Avenue, Des Moines, IA 50309.

Since one goal of the Ankeny program is to encourage students to learn to appreciate the diversity within their own culture as well as to dispel negative stereotypical attitudes, pre and post tests were given to determine if the students' perceptions of the Japanese people had changed as a result of this unit. Complete results of the pre and post tests are not yet available but will be reported in a future issue of the newsletter.

Quiz (name)

Put correct number corresponding to the clothing.



( ) kimono
( ) obi
( ) geta
( ) tabi

Name three occasions when kimonos are worn.

1
2
3

Continued on page 10

Japanese from Page 9

One result that is now available will be of great interest to foreign language teachers. In response to the question, "What did you find most interesting about your study of Japan?", students indicated that the study of the Japanese language far outweighed all other activities that were part of the unit.

Toni Baugher, International Studies Resource Teacher, Ankeny Community School District, Terrace Elementary, 310 NW School St., Ankeny, IA 50021.

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Editor's Note: All persons interested or involved in elementary foreign language teaching are urged to send news items or articles to the editor. Submission deadline for the Fall 1991 issue is May 30, 1991.

Jointly funded by the College of Education and the College of Liberal Arts and Sciences of Iowa State University, the Iowa Department of Education, and the Iowa Foreign Language Association.

Published under the auspices of the Department of Foreign Languages and Literatures, Iowa State University.

Bulk Rate
U.S. Postage
Paid
Permit No. 99
Ames, Iowa

Marcia H. Rosenbusch, Editor
Iowa FLES Newsletter
300 Pearson Hall
Iowa State University
Ames, Iowa 50011

IOWAFLESNEWSLETTER
A Newsletter for Teachers of Foreign Language in the Elementary School

Volume 7, Number 3

Winter 1992

Charles City Students Study Tropical Rainforests

Mercia J. Foster
Spanish Teacher
Charles City FLEX Program
Charles City, Iowa

The fourth graders at two elementary schools in Charles City have been studying the rain forests of Central America in their Spanish FLEX (Foreign Language Experience) program. Actually the students are not only learning about this tropical area, they are helping to preserve it!

The FLEX program in Charles City begins at the fourth grade level and provides twelve weeks of language study in two half hour sessions each week. Although content-related teaching is more typical of the intense and articulated FLES (Foreign Language in the Elementary School) program, a content-related unit that is taught in Spanish is a major focus of this FLEX program. In the fourth grade social studies class the students learn about forests in both tropical and temperate climates. This social studies topic has provided a wonderful opportunity to engage in content-related second language study through the rainforest unit in the Spanish class.

As background for the rainforest unit, the students learn the names of the countries in Central America and learn to identify the flag that corresponds to each country. They learn the Spanish terms for north, south, east, and west and are able to identify, for example, the country that is "south of Nicaragua".

In the lessons on the rainforest the students combine map study skills, art skills, and music skills as they learn to comprehend spoken Spanish. Students make a replica of the beautiful blue morpho butterfly. They also make a model of the flowering bromeliad plant--from a juice can, a straw, and construction paper. They sing two culturally authentic songs, one about a frog and the other about rainstorms. By snapping their fingers, rubbing their hands, slapping their knees, and stamping their feet, they make the sounds of rainstorm that builds from a pitter patter to a downpour.

As part of the rainforest unit the students learn the Spanish names of the animals, birds, and insects that live in the various levels of the rainforest. In one lesson, in response to commands given by the teacher in Spanish, each student holds a symbol of one of these inhabitants and together they form a model of the rainforest.

Through most of the activities the class is lively and light-hearted, but there is a serious side to the topic. Rainforest destruction is occurring at an alarming rate worldwide. The students are made aware of this problem and learn that they can help make difference, if even a small one, in this great threat to our planet.

Continued on page 4

The Editor Writes...

I am pleased to report that the Iowa FLES Newsletter will be able to continue publication during the 1991-92 school year. The Iowa Foreign Language Association (IFLA) Executive Board voted at the October 1991 meeting to provide the additional funding necessary for the newsletter during the 1991-92 year (approximately $500) while a more permanent funding situation is explored. Each year IFLA has been contributing approximately $350 to the publication of the newsletter. Additional funding is provided by the College of Liberal Arts and Sciences ($300) and the College of Education ($300), Iowa State University.

Letters from readers expressing their support for the newsletter will be very helpful in assuring the continuation of the newsletter in the future. (See the letter from Dr. Klier on page 2.) Please address your comments to the Editor: Marcia Rosenbusch, Department of Foreign Languages and Literatures, 300 Pearson Hall, Iowa State University, Ames, IA 50011.

Attend the Spring FLES Workshop

Iowa State University's Department of Foreign Languages and Literatures is sponsoring a workshop for elementary school foreign language teachers and interested parents, administrators, and community members on Saturday, February 29, from 9:00 am to 4:00 pm. Presenters at the workshop will share activities and information about elementary school foreign language teaching. Through the workshop, participants will have opportunities to experience the new directions in elementary school foreign language teaching: whole language, content based instruction, cooperative learning, and cultural, multicultural, and global education.

Networking with others involved in elementary school foreign language education is an important component of the workshop. In addition, each participant who teaches in an elementary school program is invited to bring favorite teaching materials for display at the workshop on the tables that will be provided.

Presentations accepted for the workshop are:

Afrique diverse. Paris Sangrene, Ankeny.

All Around the World--A Global Unit for 3rd through 6th Graders. Chris Joslin, Des Moines; Heather Poston, Richfield, MN; Marilyn Buttjer, Charles City.

Careers--A Content Based Unit. Toni Baugher, Ankeny.

¡Celebremos México!: A Fine Arts Theme for the Whole School. Dedi Walker, Iowa City.

Comparison of Elementary Schools in France and the United States. Ann Gorman, Iowa City.

Computer-Assisted Vocabulary with Hypercard. Eduardo Garcia Villada, Iowa City.

French Village Learning Center. Toni Klingler, Dubuque.

Mapas del mundo. Kathy Leonard, Ames.

Mexico and the United States: Comparing and Contrasting Climate, Geography, and Housing. Jeanette Borich, Ankeny.

Realia from Recyclables. Mercia Foster, Charles City; Daina Powers, Primghar; Diane Coy, Elmore, MN.

Unlike past workshops at ISU, this year's workshop will be held at the university Memorial Union at Lincoln Way and Morrill Road on the ISU campus. While a parking ramp is available at minimal cost at the Memorial Union, a large parking lot, one block east and north of the Memorial Union off of Knoll Road, is available in which participants may park in the section marked "General Staff" on Saturday at no cost.

Registration will take place in the Pioneer Room on the second floor of the Memorial Union from 8:30 to 9:00 am and coffee and coffee cake will be provided by the Department of Foreign Languages and Literatures. There is no cost for the workshop, but participants will be asked to pay for their lunch and snacks, both available nearby in the Memorial Union. Presenters will provide the handouts for their sessions.

To register for the workshop please complete the accompanying form. Please return this form to the Workshop Chair by February 21: **Marcia Rosenbusch, Department of Foreign Languages and Literatures, 300 Pearson Hall, Iowa State University, Ames, IA 50011 (515-294-4046).**

ISU SPRING FLES WORKSHOP - FEBRUARY 29. 1992

Name:____

Title or Grade Level:__________________________________

School or Affiliation:__________________________________

Mailing Address:_____________________________________

City, State:_____________________________Zip:________

Telephone:(Home)____________________(Work)_____________

Language/s taught:________________________________

Will you bring teaching materials for display? YES NO

Letter to the Editor

Dear Marcia,

Help! I feel threatened. The information in the last Newsletter about budget cuts is ominous. We need you out here in the field.

I came to Alabama in 1989 to design and implement a program in Foreign Language Education. In this state where there is no publication for the AAFLT, the *Iowa FLES Newsletter* is my lifeline to a world where children study languages. Since I am a Texan, I am accustomed to a vigorous state language association for secondary and higher education. However, the Iowa *FLES Newsletter* is the link I share with my handful of students who are interested in elementary education. I'm enclosing a tiny contribution to help with postage and to say thanks for the help you've been in the past.

Sincerely,

Betje Black Klier, Ph.D.
Associate Professor
Foreign Language Education
Auburn University, Alabama

Thanks to Dr. Klier for her enthusiastic letter of support for the Iowa FLES Newsletter! It is encouraging to know that the newsletter is meeting a need among educators not only in Iowa, but in other states as well. Dr. Klier's contribution has been forwarded to the Iowa Foreign Language Association. (ED).

Let's Learn about Elementary Schools in France: A Culture Unit

Ann Gorman
French FLES teacher
Iowa City Community Schools

Because of space limitations only several lessons from this unit are included in the newsletter. Gorman will be presenting more activities from this unit at the FLES Workshop to be held at Iowa State University in February. See information about the workshop in this newsletter. ED.

School is a topic of interest to most elementary students. They spend a large part of their time in school and are generally curious about the lives of children their age in other parts of the world. This cultural unit on French and US schools was created for FLES students in fourth, fifth or sixth grade and is to be taught in the target language except where otherwise indicated. In a few places, it seemed more efficient to communicate cultural information in English. This unit can easily be adapted to other languages and cultures.

The unit begins with a focus on the specific American elementary school the students attend since it is easiest to begin teaching that which is familar to students. Later, when cultural information about schools in another country is introduced, the students can draw on what they personally know and can then compare US elementary schools with schools in the target country.

A variety of strategies, including the Natural Approach and Total Physical Response (Curtain & Pesola, 1988), are incorporated into this unit to maintain student interest and to maximize learning through the duration of the unit. The use of various media (slides, video, charts) provides concrete material that is essential for successful language learning at this level. Students are encouraged to use the target language to talk about what they see and experience in the classroom.

A teacher who intends to use this unit should plan to take the slides of the teachers and the students ahead of time since there can sometimes be a wait to have slides developed. Also, when using slides of students involved in typical playground activities, it is less distracting to the students (who are eager to identify their peers), to use slides from a school in another community. Teachers will need to rely on the cooperation of friends and colleagues who are traveling to France to obtain the slides of a French school used in one of the activities of the unit. Or, the teacher may need to adapt the unit by utilizing only the video.

The use of this unit as it is described would require the preteaching of the questions: *Where is...?* and *Who is it?*; the expressions *come, walk, jump, run, play football* and *basketball, swing on a swing, dance*; the vocabulary: *teacher, students, school, teacher's desk*; and, as passive vocabulary, the numbers *1* to *50*.

OBJECTIVES:

The students will:

-recognize vocabulary for selected typical playground activities and classroom activities.

-be able to compare the school schedules of French and American elementary schools.

-be able to name in English two similarities and two differences between French and American schools.

ACTIVITY 1. My elementary school.

GOAL: Students will identify the people and places that are an important part of their school.

MATERIALS: Six or seven slides of the students' own school: exterior of school, principal, librarian, gym teacher, secretary, students on playground; carousel, slide projector, and screen.

PROCEDURE: Show the slides of the school and use the Natural Approach to teach the following vocabulary: principal, office, secretary, gym, class, library, play ground.

As you show the slide of the school, ask, "What is it?" Ask, "Is the school big or little?" Clarify the meaning of *big* and *little* with gestures and write the number of students attending the school together with the word *students* in French on the board.

Show the slide of the principal and ask, "Who is it?" Students readily answer using Mr., Miss or Mrs. in the target language with the person's last name. Next ask, "Is Ms. X (the principal) a teacher?" Students readily answer no. Tell students, "Ms. X is the principal." (Repeat the word *principal* for stress. Repeat similarily for each new vocabulary word.) Ask, "Where is Ms. X?" Pause and then give the following answer--"in her office."

Use the same questioning for the remainder of the slides:

Mrs. X (secretary) in the office at her desk
Mr. X in the library with a book
Mrs. X (a teacher) in the gym with a gym class
the students on the playground.

Review all slides and the new vocabulary by asking students either or questions. Especially stress the place words--office, gym, library, playground.

ACTIVITY 2. Categories: Who, where, and what?

GOALS: Students will talk about and categorize the information presented in Activity 1: the name and role of the individual in the school, the location in which he or she takes part in the school activities, an object that is related to the person's role.

Continued on page 6

Charles City from page 1

To participate in a solution to the problem of the rainforests, the Charles City students decided to redeem aluminum soft drink cans in order to raise money for the preservation of an acre of land in the International Children's Rainforest near the Monteverde Preserve in the mountains of Costa Rica. Redeeming cans has a double benefit because it also helps the students become aware of how they can protect the environment here at home through recycling. A lot of cans are necessary to raise the $100 necessary to preserve one acre of rainforest!

The community has been very helpful in supporting the can recycling project. The local bank, First Security Bank, where the recycling funds are deposited in a special savings account, made a matching contribution to the funds collected by the students. A local store, Art-Wear by MIT-SI, which specializes in t-shirt designs, has made a special t-shirt with the logo *Salva la selva* (Save the Rainforest). The t-shirts are sold at a reasonable price and the store donates $1 from each sale to the rainforest fund.

Families and friends have also donated to the fund at the school carnival. On Parents' Night for the Spanish program, family members have a special opportunity to become familiar with the rainforest project and to support it with their contributions. On this occasion the students are divided among eight learning centers and are responsible for explaining the teaching materials to the guests at the center at which they are participating. After a half hour spent with the learning centers, the students from both elementary school Spanish classes join together to perform songs and to demonstrate activities that they have learned in the program. Media coverage of Parents' Night by the local newspaper and nearby television station, has expanded the communities' understanding of the project.

The classroom teachers and administrators have been very supportive of this project and of the Spanish FLEX program. Their cooperation and assistance have been a major ingredient in the success of second language study. While classroom material is reinforced in the Spanish class, the classroom teachers reinforce the language study materials as well. One teacher, Joyce Crawford, even uses Spanish commands during her teaching time.

Another important factor in Charles City's successful program has been a grant from the State Department of Education, awarded by Paul Hoekstra, the Foreign Language Consultant. This grant has covered salary, supplies, and also provided a field trip to the Minnesota Zoo to see the rainforest display and tropical bird show.

Charles City is also fortunate to have a secondary Spanish teacher, Al Bode, who has a teaching endorsement in elementary school foreign languages. Besides his high school teaching, Bode teaches FLEX classes at two elementary schools. He has declared his desire to make adaptions in the secondary curriculum to provide for smooth articulation and a long sequence of instruction from the lower grades. It is most helpful to be able to work as a team with such a dedicated educator.

Recently another certified teacher from Charles City, Marilyn Buttjer, has completed her endorsement requirements in the teaching of foreign language at the elementary school level. It is unusual for a community of this size to have the level of commitment to elementary school foreign languages that is found in Charles City.

Through the enthusiasm of the students, the support of colleagues, and through excellent media coverage, the community is becoming more aware of the importance of elementary school foreign language learning and more aware of the importance of preserving the tropical rainforests that still exist. To date, three acres have been saved and more are sure to be safe by the end of this school year!

FLES Reviews...

Reviews of literature and materials of interest to FLES teachers are included in each issue. Although the reviews have been divided into French, German, and Spanish, you will find material of interest to all FLES teachers in each section as well as language specfic material. If you are acquainted with FLES materials, books or articles that would be of interest to other FLES teachers please send information about them to the appropriate reviewer.

FRENCH: Cathy Stone, Box 247,
Ogden, Iowa, 50212.
GERMAN: Chris Joslin, 2612 38th Street,
Des Moines, Iowa 50010.
SPANISH: Leslie Schrier, 814 Independence,
Pella, Iowa 50219.

FRENCH

Vercruyssen, V. & Vercruyssen, J. (Producers). (1989). *Gil et Julie* (Video). Canada: Montévidéo Entertainment Ltée.

Gil et Julie is a series of 30-minute cartoon videos in French about two six year old twins, their friends, their cat Mitsou, and their bird Cuic. The characters are very realistic and deal with situations familiar to children. American students will be able to make cultural comparisons by observing the children's greetings, home and school settings, and the language itself. The sounds made by the pets, for example, are French: *berk, coucou, myam*. There are several simple everyday cartoon adventures on each video. Each video could be shown in its entirety or each of the five to seven short stories on a video could be used alone. One cannot help but be drawn into the delightful and joyful episodes of Gil and Julie. These videos would add a great deal of authenticity and interest to any elementary school program.

Continued on page 5

FLES Reviews from page 4

GERMAN

Cooper, T., Kalivada, T., & Morain, G. (Eds.). (1990). *Ready, set, go!* Athens, GA: Agee Publishers.

This collection of lesson plans for French, German, and Spanish elementary school foreign language classes was produced by teachers at a FLES Institute at the University of Georgia. Lessons are divided by language and subdivided by topics, such as, *Myself, My Friends*, and *The Big, Wide World.*

The individual lessons are very clearly organized. Each begins with a specific topic, student ability level, time required, basic vocabulary, materials, teaching procedures, evaluation techniques, and related activities. At the back of the book are helpful expressions listed according to language, including vocabulary for classroom objects, school personnel and rooms, words of praise and encouragement, and commands specific to classroom work and behavior.

Because the topics are very basic and, for the most part are not culturally specific, the lessons can be translated into other languages, thus making the majority of the book useable by all language teachers. Although most lessons are for beginning students, some lessons for more advanced language abilities and upper elementary grades are included, primarily in the German section. Because of its adaptability and the variety of methods and lessons, this book can be a helpful resource to teachers of beginning language classes.

SPANISH

Stevens, G. (Ed.). *Children of the World.* Milwaukee, WI: Gareth Stevens Children's Books. Available from Gareth Stevens Children's Books, River Center Bldg., Suite 201, 1555 N. River Center Dr., Milwaukee, WI 53212.

Children of the World is a new series of books about foreign countries that offers an unusual perspective. These books take an in-depth look at the lives of children, rather than scan the sights of the country. Reading one of these books compares to visiting in a country and staying in a private home with a family as opposed to staying in a hotel and taking bus tours of famous sites.

Factual information about a different country is included in each of the 43 books. The focus of each book, however, is a series of color photographs and a narrative visit, often in the child's own words, with a child between the ages of nine and eleven. The child is seen at home with family and at school with friends and in both daily activities and the celebration of special occasions.

Although the books are written in English, the photographs and the information contained in them make them a valuable asset for the foreign language classroom. The books can be used in discussions of family, homes, schools, holidays, or culture.

These books are also excellent sources of information for the students who want to learn more about the country after they leave class. Students in third grade or above can easily read *Children of the World* books and make a new friend.

Guest contributor: Mercia J. Foster, Spanish Teacher, Charles City, Iowa.

NNELL Reorganizes into Membership Organization

At a meeting in January, 1991, the National Network for Early Language Learning (NNELL) made the decision to reorganize from an informal network into a formal organization governed by a constitution and led by officers elected by the membership. The committee selected to write the new constitution met at three conferences in the spring of 1991 to complete its work: Second Language Acquisition for Children, Central States, and Northeast. During the summer the constitution was finalized and this past fall the constitution was voted upon by the founding members of NNELL--those individuals who had paid the 1991-92 membership fees for NNELL by August, 1991.

The proposed constitution was passed by the membership, allowing the election of officers for the organization to take place. A nominations committee selected a slate of officers who were voted upon by the membership in early November, 1991. The new officers for NNELL are:

Carol Ann Pesola, Minnesota, president
Carolyn Andrade, Ohio, first vice-president
Audrey Heining-Boynton, North Carolina,
second vice-president
Donna Grundstad, Iowa, secretary
Sonja Torres, North Carolina, treasurer

The executive board announced that Nancy Rhodes, Washington, DC, was named executive secretary, and **Marcia Rosenbusch, Iowa,** was named editor of the organization's newsletter, *FLES NEWS.*

If you are not currently a member of NNELL, you will want to join in order to participate in shaping the future of early language learning in this country as well as to stay informed about national and international news on early language learning. In the winter issue of *FLES NEWS*, for example, featured articles include: *Characteristics of Effective Elementary School Foreign Language Programs, Foreign Language Assessment in the Elementary School, Stories and Tales, Books and Adventures.* Classroom resources are included in every issue as well as announcements.

continued on page 7

Let's Learn from page 3

MATERIALS: Laminated poster made into a chart (see Figure 1), labels for: name of the school and of the people, locations in the school written in the target language, (the gym, the office, the playground, the library), pictures of objects (teacher's desk, telephone, book, 2 soccer balls, 2 jump ropes).

To make the labels durable, make them on cardstock and laminate them. To reinforce the concept of categories, color code the labels of the people in blue, the labels of the work places in gold, and mount the pictures of objects on pink paper.

PROCEDURE: Start out with a blank chart. At the top of the chart put the name of the school. Ask students "What is Hoover Elementary?" The student who volunteers the answer *school*, gets to place the label on the chart (proceed similarily throughout).

Ask students who the principal is. Ask students where the principal works (in the office). *Office* is placed under the name of the principal. Show the picture of a desk and ask what it is. The desk is placed under the word *office*. Say, "This is ---'s (name of principal) desk."

Show the French word for gym and ask "Who works in the gym?" Use similar questions for "Who works in the library?" and "Who is on the playground?"

Also ask the questions "What is it?" for the pictures of the objects. Introduce the new vocabulary for ball and telephone. Continue until all labels are on the chart. Then randomly take away the labels one by one and see if students can remember the French words.

ACTIVITY 3. What's happening on the playground?

GOAL: Students will review action verbs related to playground activities.

MATERIALS: Slides of typical playground activities.

PROCEDURE: Students review action verbs by participating in a rhythmic Total Physical Response routine: walk, walk, stop; walk, walk, stop: turn around in a circle and clap 1,2,3. Repeat the activity and substitute for *walk* the verbs run, jump, play soccer, etc.) *(This activity was learned from Connie Smith, French FLES Teacher, Lakeview-Auburn).*

Show the slides of the children on the playground participating in various activities. Ask the students: "Who is it?" (the students); "Where are the students?" (on the playground). If students are slow to respond to these questions, give them either/or questions, for example, "Are they on the playground or in class?" Explain in English, "We are going to talk about what students like to do on the playground. I will start the sentence and let's see who can finish the sentence." Call on volunteers to identify the activity in French (jump rope, play football, play soccer, dance, run, swing):

Teacher: "Students like to..." (Show the slide.)

Student Volunteer: "...jump rope."

Continued on page 7

Figure 1. Layout of chart (Activity 2)

NAME OF SCHOOL			
(*blue labels*) Name of Principal	Name of Librarian	Name of Gym Teacher	Students
(*gold labels*) Office	Library	Gym	Playground
(*pictures on pink* Desk Telephone	*mounted paper*) Book	Students with jump rope Soccer ball	Students with jump rope Soccer ball

Figure 2. School Schedule (Activities 4 and 6)

L'école Je m'appelle ____________________________

Comparaison de l'école française

	ECOLE AMERICAINE	ECOLE FRANÇAISE
1. arriver à l'école		
2. en classe		
3. déjeuner dans le gymnase		
4. sur le terrain de jeux		
5. en classe		
6. rentrer à la maison		

Let's Learn from page 6

ACTIVITY 4. Schedule of daily school activities...

ACTIVITY 5. A day in a French school.

GOALS: The students identify in writing and in discussion what they have learned about French elementary schools after watching a short video on the topic.

MATERIALS: Video - *Living in France: A School Day* by Media Guild, 1987. Twelve minutes of the 15 minute video were used. (I did not show the after school activities, fishing and working in the garden, and also choose to omit part of the math class.)

PROCEDURES: Tell students in English that they will watch a video about an elementary school in France and ask them to write down three things they learn about French schools while viewing the video.

After showing the video, ask students to volunteer information that they have learned in a group discussion in English. Make sure all students write down the important information.

ACTIVITY 6. Comparing French and American elementary schools.

GOALS: Students complete a school schedule chart for France and compare the schedules of French and American schools.

MATERIALS: Students' copies of the school schedule chart (See Figure 2) comparing French and American schools, transparency of this chart for the teacher.

PROCEDURES: Students fill in the column for French school activities on the chart. (See Figure 2. *The American School activities were filled out in Activity 4. ED*). The teacher will have to supply some information to the students in French that was not on the video. The teacher writes the information on the transparency and the students copy it on their sheets. Students will discover that French students have a two hour "lunch" but do not get out of school until 4:30 pm.

ACTIVITY 7. Another day in a French school...

ACTIVITY 8. Written evaluation.

GOAL: Students demonstrate the degree to which they have met the objectives for the unit.

EVALUATION PROCEDURES

The students' use of the target language is evaluated by teacher observations during class discussions and class work throughout the unit. Students also complete a written evaluation, which is based on the unit objectives, at the end of the unit. This one-page quiz includes five listening comprehension questions on school activities for which students check "in the classroom" or "on the playground" according to the activity they hear named. Students also write in the time that two different activities take place in a partially completed school schedule for a French school. Four true-false questions in English assess the children's knowledge of the French school and customs.

REFERENCES

Burningham, J. (1984). The school. In J. Booth, J. (Ed.), *Catch a rainbow*. Canada: Holt, Rinehart and Winston.

Continued on page 8

NNELL from page 5

In the winter issue an Iowan, **Mercia Foster, Spanish FLEX Program, Charles City, Iowa,** is the author of the activity featured in the section included in each issue entitled, *Activities for Your Classroom*. Foster's activity, "Geography Walk," describes activities used to build map skills.

To become a voting member of NNELL, to be able to serve on committees or run for office, and to receive the three issues of the newsletter for 1991-1992, fill out the following order form and share copies of it with your colleagues:

Subscription Order Form (1991-1992)
FLES NEWS, National Network for Early Language Learning (NNELL)

Please send me a one-year subscription to *FLES NEWS*. I am enclosing a check for $12.00 (overseas rate is $15.00).
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Mail check and this order form to: Nancy Rhodes, Executive Secretary, National Network for Early Language Learning, Center for Applied Linguistics, 1118 22nd St., NW, Washington, DC 20037

Attend the Sixth ISU Summer FLES Institute

The Iowa State University Summer FLES Institute will be held this year from June 8 through July 3. Participation is open to certified elementary school and secondary school teachers from Iowa as well as other states, who have endorsement in a foreign language. Elementary education undergraduates who are completing the ISU approved program for endorsement may also participate. Registration is limited to 15 participants. The deadline for registration is April 13. For more information and an application form and registration information, contact: **Marcia H. Rosenbusch, Director, Summer FLES Institute, Department of Foreign Languages and Literatures, Iowa State University, Ames, IA 50011.**

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Congratulations to Joan Pace
Ankeny Community Schools
for receiving the Outstanding Educator Award
for the elementary school level
at the fall 1991 Iowa Foreign Language Conference.

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Lets's Learn from page 7

Curtain, H. & Pesola, C. A. (1988). *Languages and children-Making the match.* Reading, MA: Addison-Wesley.

Grosgurin, R. (1983). *Pages d'ecritures: Cahier paquerette.* Paris: Magnard.

Living in France: A school day (Video). (1987). Media Guild. (15 minutes.)

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Editor's Note: All persons interested or involved in elementary foreign language teaching are urged to send news items or articles to the editor. Submission deadline for the Spring 1992 issue is February 29, 1992.

Jointly funded by the College of Education and the College of Liberal Arts and Sciences of Iowa State University and the Iowa Foreign Language Association.

Published under the auspices of the Department of Foreign Languages and Literatures, Iowa State University.

Marcia H. Rosenbusch, Editor
Iowa FLES Newsletter
300 Pearson Hall
Iowa State University
Ames, Iowa 50011

IOWAFLESNEWSLETTER

A Newsletter for Teachers of Foreign Language in the Elementary School

Volume 8, Number 1 Spring 1992

Sign Language Enhances Foreign Language Acquisition

Linda Wilson
Winfield-Mt. Union Community Schools
Winfield, Iowa

Renewed interest in learning a second language in the past 10 years has been encouraged and strengthened by a change in the instructional format used by foreign language teachers. Research and teaching techniques of people like Stephen Krashen (University of Southern California) and Dr. James Asher (San Jose State University) have emphasized the importance of language acquisition in the beginning stages of language learning. Their studies reveal that successful language instruction begins with many hours of meaningful comprehension in the target language. They also have stressed the importance of the utilization of right brain communication as well as the left brain instruction. Research suggests that it is through the right brain that a child acquires his or her native language.

Today, foreign language teachers realize more than ever that successful, unstressful right-brain instruction is facilitated by the use of visuals, real objects, (Total Physical Response), etc. These factors, aid in the process of binding, which is the key to language acquisition. When a student hears a word in a communicative context and reacts automatically by retrieving its meaning, the word has been bound. The native language is not consciously retrieved, which results naturally, in acquisition.

In my personal teaching experience, I have found the use of sign language to be one of the most effective binding techniques I have used to promote meaningful comprehension and acquisition. Signs are a pictorial representation of a word or concept. Through the use of the target language and signs we can communicate a message without consciously thinking of its equivalent in the native language.

In the use of sign language, facial expressions and body language are equally as important as are the hand positions. Signs showing emotions such as happiness or sadness should include the appropriate expression of the face. When the sign *tired* is made, the whole body indicates a sag, while the sign for *strong* calls for a show of strength by throwing the body back and chest forward. Head movement and facial expression can change the meaning of a sign. For example, the sign for *like* is accompanied by a pleasant expression and clearly indicates enjoyment while the same sign accompanied by a negative shaking of the head will portray dislike. Hearing as well as hearing impaired people focus on the reading of the face and the overall body language in addition to seeing the sign or hearing the spoken word for total meaning.

Continued on page 3

Editor Writes ....

Funds are tight and there is concern across the state that programs will be trimmed or cut, but at the same time, there are positive signs that indicate a bright future might be very near. What are these signs?

One, is the strong interest in adding an elementary school foreign language and international studies program among a growing number of school districts. Since, at the time this newsletter goes to press, final decisions have not been made for implementation next year, the districts remain unnamed. It seems evident, however, that new, well-planned programs will begin as soon as budget constraints ease. Clearly, the commitment to an early start and a quality program is there in a growing number of school districts.

Another sign is the exceptional quality of the presentations by Iowa elementary school foreign language teachers at the ISU Spring FLES

Continued on page 8

Offer a Session at CSC

You still have time to submit a conference proposal for presenting a session at the **Central States Conference/Iowa Foreign Language Association Conference** to be held in Des Moines on March 25-28, 1993. The deadline for proposals is May 31, 1992. To obtain a copy of the proposal form, contact: Susan Walker, CSC/IFLA Program Chairperson, 4560 Ohio Ave., St. Louis, MO 63111. Take advantage of this unique opportunity to share your classroom expertise with teachers from the Central States region at this important conference!

Make Plans Now for Fall Conferences

Plan to take advantage of the unique opportunity to attend two national/international conferences in Chicago in November, 1992!

The **Sixth International Conference on Second/Foreign Language Acquisition by Children: Theoretical Aspects and Practical Applications**, will be held November 18-20, 1992, in the Sofitel Hotel, Chicago/Rosemont, Illinois. Over eighty proposals for presentations were received by the conference organizers. The two keynote speakers are: Dr. Peter Negroni, Superintendent of Schools of Springfield, Massachusetts and Pat Henry, President of the National Parent Teachers Association.

The **American Council on the Teaching of Foreign Languages (ACTFL)** will hold its annual conference, "Foreign Languages: New Visions, New Worlds," from November 20-22, 1992, in the Hyatt Regency O'Hare Hotel, Chicago/Rosemont, Illinois. ACTFL conferences always offer many sessions on the teaching of foreign languages at the elementary school level, as well as excellent exhibits by publishers. Plans are being made for students from six elementary schools in the Chicago area to be at the convention to share their accomplishments in language learning.

According to Dr. Gladys Lipton, Chair of SLAC, by a special arrangement with ACTFL, SLAC participants will be able to attend Friday's ACTFL meetings and exhibits. Also, six of SLAC's sessions will be held at ACTFL on Friday, November 20.

Don't miss these excellent conference opportunities next November!

Summer Study Tours Offered

Dedi Walker, Iowa City Community School District, reports that she has participated in a University of Iowa summer study tour that would be of interest to other foreign language teachers. Participants earn 8 graduate credits for each of two tours. One tour goes to Merida, Yucatan, from June 14-27, and the other tour goes to Quebec, Canada, July 12-24. The Canadian tour includes panel sessions with Canadian educators, a weekend trip to Old Quebec, museums, etc. As part of the requirements for the study tour, participants develop an appropriate curriculum unit, field test, and evaluate the unit. Costs are $1,104 for tuition for each study tour, plus $600 for Mexico or $1,100 for Canada. Costs include airfare, some meals, entrance fees, hotel, and transportation in the country. For more information, contact Paul Retish, Professor, Division of Curriculum and Instruction, College of Education, University of Iowa, N259 Lindquist Center, Iowa City, IA 52242.

Contribute Your Activities to Idea Book

Would you like to see your ideas in print? Would you like to assist other elementary school colleagues? Would you like to contribute to the success of elementary school foreign language programs in other areas?

The elementary school committees of the American Association of Teachers of French and the American Association of Teacher of Spanish and Portuguese are compiling ideas, techniques, games, and crafts for use in elementary school foreign language programs. If you are interested in having your game or technique included, please submit your ideas. The name and school affiliation of each contributor will be acknowledged. The publication is a non-profit venture and will be distributed at minimal cost.

Send your name, school affiliation and address, the title of your activity or game, the objective/s, the age group, time require for the activity, and the procedure. Try to give examples in as many languages as possible. If you use only one foreign language, please give examples in English also. Drawings, patterns, maps, etc. may be included. Send your contribution to Virginia Gramer, Hinsdale Elementary Schools 5905 South County Line Road, Hinsdale, IL 60521, or to Mary Sosnowski, Meadowbrook School, Farm Road, Weston, MA 02193.

Sixth ISU Summer FLES Institute To Be Held

The Iowa State University Summer FLES Institute will be held this year from June 8 through July 3. Participation is open to certified elementary school and secondary school teachers from Iowa as well as other states, who have endorsement in a foreign language. Elementary education undergraduates who are completing the ISU approved program for endorsement may also participate. Registration is limited to 15 participants. For more information and an application form and registration information, contact: **Marcia H. Rosenbusch, Director, Summer FLES Institute, Department of Foreign Languages and Literatures, Iowa State University, Ames, IA 50011.**

Sign Language from Page 1

Signs can be slow or fast, forceful or gentle, moving or static. All these elements aid in meaningful communication. For example, the sign *hurry* is moved more rapidly when one is saying "Hurry, we're leaving now", than when saying "Don't hurry, we have plenty of time".

The direction of the sign even conveys meaning. The same sign given in different directions can give opposite meanings. The sign *give* moved toward you shows someone is giving to you, but when the sign *give* is moved away from you, it means you are giving to someone else.

I have found that sign language definitely enhances the teaching of specific vocabulary such as colors, emotions, family, animals, etc. The student binds the sign with the target language without retrieving the native language.

Signs not only aid in meaningful comprehension but trigger a natural response from the student in the target language. During a nine week 7th grade class I introduced American sign language and Spanish simultaneously. I present Spanish using sign language as well as other TPR techniques. The signs become so bound with the Spanish I am modeling, the students have a hard time responding to the signs in English. If I instruct them to use English, they will revert back to Spanish time after time rather than have to stop and translate the sign into English, (even on tests!!) Also, I have often noticed that when a student is not understanding a statement or question, by adding one or two signs and repeating what I said, there is often immediate comprehension, as if a light was turned on in their understanding.

From the student's perspective the use of signs allows him or her to be an active participant, just as when children sing and incorporate motions with their singing and playing. The children's attentiveness is increased because they are intrigued by the signs and they are physically involved. Sign language definitely communicates with the right brain. Like TPR, the use of the body to respond to the target language is very natural and unthreatening. The use of signs to teach songs, commands and vocabulary internalizes these utterances and stores them in long-term memory. I encourage the students to use the signs with me and with each other when speaking the target language. They can use only the sign or both. I find that the sign often comes first and the oral response is not far behind. The sign allows a more immediate success.

Besides all the advantages listed above, signing promotes an awareness of another viable means of communication that is used by many hearing impaired people, without spending extra time to teach it. Under the Education Reform and Funding Act, H.B. 1017, Native American languages and American Sign languages will be accepted as well as the traditional foreign languages in colleges and universities in meeting foreign language requirements.

My experience with sign language began around 15 years ago when a deaf couple needed someone to interpret church services. Since I was the only one in the church who spoke a foreign language it was logical I should do it! Right?

I acquired American sign language through many hours of informal conversation with this couple as they taught me the signs that I needed to use during the church services. Also, at home I learned signs from a book they gave me.

Over seven years ago I stopped signing when my friends moved. Without use, I thought I would forget the signs. I am amazed that the signs I had acquired through meaningful communication have stayed with me while those I learned from the book have been forgotten. Often, I have difficulty in recalling an isolated sign, but if I use sign in a meaningful communicative situation, the signs readily emerge as I am speaking and signing.

I began using signs with my teaching in a high school class with a handicapped student who was unable to physically participate in TPR activities. He would respond to commands by giving me the appropriate sign. His classmates enjoyed signs too.

Later I extended sign usage to my FLES classes. The children loved to sing using signs. They seemed to never forget these signed songs. I gradually extended the use of signs to colors, numbers, animals, and other specialized vocabulary.

The success of this approach really became apparent this year as we had a very unique opportunity. A local family wanted to send their deaf, third grade, daughter, Megan, to our school. I was especially excited since the class she would join had been acquiring Spanish and sign language for the past two years. The students were eager to use their sign language with her.

Megan has her own educational interpreter who is situated near me during instruction. However, since I use signs as I speak Spanish, Megan focuses on me directly, instead of on her interpreter who does not know Spanish. This enables her to observe my signing and to concentrate on reading my lips, which is important for the pronunciation of Spanish.

When I use signs to teach Spanish, my students are acquiring two languages during one instructional period. That is a real bargain! Plus, can you think of a more fun, active way to keep those little fingers busy?

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Asher, J. (1986). *Learning anouther language through actions.* Los Gatos, CA: Sky Oaks.

Krashem, S., & Terrell, T. (1983). *The natural approach.* Hayward, CA: Alemany Press.The

"I Don't Want That to Happen to My Country!"

Marilyn Buttjer
Charles City, Iowa

I chose to develop a unit on pollution as the focus of the practicum experience I recently completed for endorsement as a teacher of German in the elementary school. The two activities described here were key activities in the unit and led to one of those wonderful moments in teaching when you realize you have really gotten through to your students. These activities were used with beginning third-grade students who had had ten hours of instruction. The activities were taught in German, unless otherwise indicated.

Activity: Playdough Map

Objectives:

Review landforms: lake, river, mountains, desert, grassland, forest
Create own country using various landforms

Materials:

- Playdough
- Paper plate
- Landform features:
  - Lengths of blue yarn to represent rivers (4 per student)
  - Cut or torn dark blue paper to represent lakes (1 or 2 per student)
  - Varying sizes and shapes of cut or torn tan paper to represent deserts (1 or 2 per student)
  - Cut 1" or 1 1/2" green chenille sticks or small green triangles to represent forests (5-10 per student)
  - Mountains are represented by mounding the playdough
  - Grasslands are represented by dotting the playdough with holes using a toothpick

Time: 30 minutes

Procedure: I began by showing an example of a country made from playdough that had the landform features they had been studying already in place. This country was used to review landform features: Is this a mountain? What is this?

I then instructed students to create their own country. Some were hesitant to begin but others could barely wait to start. Each received a ball of playdough and a paper plate. The plate served as a base for their country, aided in keeping their desk area clean, and made it easy to move their country. Because of their interest and eye for detail and exactness, 15 minutes or more can easily be spent on this artistic endeavor.

A few students actually wanted to just play with the playdough. After the first minutes of excitement, however, and after I told them that they had a deadline to complete their country, they got to work. The many excellent shapes created and the placement of landform features showed a great deal of thought. For example, rivers usually ran through mountains and grasslands, instead of through deserts. At the end of the time, some students were so absorbed that they wanted to continue to make their countries even more detailed.

At this point, all extra landform materials were removed and student's works were used for review: Does Stefani's country have a desert? Does Matthew's country have two or three rivers? Volunteers also told their classmates all about their countries, naming the landforms used.

The students were interested in one another's lands and they were very proud and protective of their own country. They were anxious to take their countries home to show their families. Some wanted to name their country, for example, "Marcusland." Not many got this far, however, because it took time to consider just the right name.

Time was allotted for clean-up of working areas and hands. We were fortunate to have a sink in the room, but water could be available in basins.

Comments: There was a lot of preparation required for this activity. Cost and time are two factors to consider, but the hands-on experience was superb. The students were totally involved.

The playdough was made from the following recipe, which makes 3 or 4 balls:

Mix dry ingredients:
  2 1/2 cups flour
  1/2 cup salt
  1 tablespoon alum
Add liquids:
  3 tablespoons oil
  2 cups water with a few drops of food coloring added.
Heat on stove, stirring constantly, until the mixture comes away from the pan. The consistency will change and become pliable. Remove from pan, knead, and use.

The landforms also take time to prepare. This could be done partly by students following your example of how to make deserts and lakes. I liked having it all ready for them, so they would not get too absorbed in the preparation activity and not get to the actual creation of the country.

Continued on page 5

My country from page 4

Activity: Pollution

Objectives:

Learn new vocabulary: pollution, clean, dirty, breathe, die
Comprehend the disastrous effects of pollution
Understand that pollution is a problem that affects them

Materials:

- 2 transparent drinking glasses, one with water and the other with a mixture of cooking oil, chocolate syrup, and vinegar to simulate polluted water
- play money
- pictures of polluted land
- students' playdough countries

Time: 30 minutes

Procedure: At the beginning of class I explained I was thirsty and took a drink. The different pace caught their attention immediately. Their teacher actually stopped class to take a drink! I then explained that my country was polluted and introduced that vocabulary word, which they repeated. I also taught "clean" and "dirty".

I showed them the "polluted" water in another glass and they immediately made faces and groaned. I asked if any of them would like to drink that water, knowing that someone would volunteer (many, in fact, did). I took the glass to one volunteer. One whiff of the polluted water and she no longer wanted a drink. The student wanted no part in drinking this water when she saw the oil floating on top of the water. Student comments were, "It stinks!" and "Oh, that reeks!" They all wanted to see and smell the polluted water. They were one hundred percent involved.

As I explained that the fish and animals and plants died in my country, I began dismantling my playdough country. Out went a river. Out went some of the forest. There were a ghast! I pantomimed "breathe" and "die," and one student burst out with the English equivalents. Then I asked. Why? Here I showed pictures of hazy cities and vehicles emitting exhaust. They were silent.

But I was upbeat. I flashed money. They were exited. I walked around the room and stopped at one student's country, which I showed to everyone. They identified the landforms. I asked, "Does Stefani's country have a lake?" etc. I asked her if I could live there. She approved. I paid her lots of money. She smiled. We built more industries and became richer, but the land became polluted. So I took out one of her rivers and some of her trees, and the entire class was upset. I reminded her of all her money.

At this point I moved quickly. We both looked for a new land. She found one and the scene was repeated. They all wanted to be chosen so they could get rich. But when I began to dismantle another country, they quieted again. We all moved on a third time; this time, to a grouping of desks and destroyed an entire continent. By now some of the students were much quieter. Perfect. They were making it easy for me.

Now I picked a student who reacted negatively to what I was doing. I offered him more money than anyone had yet received for their country and he said, "NO!" I prodded, but he was firm. It was perfect.

All of this had been done in the target language, but now I moved to English. We discussed what had taken place. When I asked Nathan why he would not let me buy his country, he said, "You were going to pollute it, and I don't want that to happen to my country!" He had taken ownership for his country!

Immediately another classmate who had personalized and internalized this entire scene, asked, "Is that what's happening here now?", with such a shocking disbelief and realization in her voice. What a moment! I knew I had definitely reached these two.

When I asked them what the point of this scene was, another student answered, "We should take care of our land." She meant the United States, not her little piece of playdough. I returned to the pictures of pollution and named all the continents, which they had previously learned, and said they all had pollution, even Antarctica. The students were shocked. I ended with this question, "Are you going to let someone come to your land and pollute it?" The reply? A resounding, "NO!"

Comments: I could never have elicited a performance from any actor to respond as naturally and forcefully as the students did to this activity. They certainly did understand the consequences of pollution in a way that went beyond intellectual understanding. I was dealing with attitudes! I had set the stage, they were ready now for more in depth learning about pollution in their own community, and would, no doubt, want to be active participants in combating it.

FLES Reviews . . .

Reviews of literature and materials of interest to FLES teachers are included in each issue. Although the reviews have been divided into French, German, and Spanish, you will find material of interest to all FLES teachers in each section as well as language specific material. If you are acquainted with FLES materials, books or articles that would be on interest to other FLES teachers please send information about them to the appropriate reviewer.

FRENCH: Cathy Stone, Box 247,
Ogden, Iowa, 50212.
GERMAN: Chris Joslin, 2612 38th Street,
Des Moines, Iowa 50010.
SPANISH: Leslie Schrier, 814 Independence,
Pella, Iowa 50219.

FRENCH

Lubiner, E. (992). *Learning about languages*. Lincolnwood, IL: National Textbook.

Learning About Languages introduces students to communication and other languages through English. Chapters on "Why Study Foreign Languages," "Communicating without Words," "Cognates," "Foreign Language Visuals," etc. are included. This book would add much to an exploratory class presenting lessons on various world languages. Visuals are also included that would enhance a FLEX course. Learning About Languages will introduce students to the joy of learning languages and help them appreciate the importance of foreign language study.

Je Colorie Le Midi and Je Colorie La Bretagne. (1990). St. Cloud, France: Kids Editions. Available from French for Fun, 4965 Hames Drive, Concord, CA 94521.

This new collection of coloring books that include *Le Midi, La Bretagne, Les Alpes, La Normandie, L'Alsace et La Corse.* Future books to be published will include *L'Ile de France, L'Aquitaine, Les Pays De La Loire, Les Pyrénées,* and *La Bourgogne*. These coloring books are wonderful for content-based instruction because of their culturally appropriate pictures. Animals, climate, industries, costumes, and arts from the regions are illustrated and explained. The new vocabulary is written in bolder print and in simple sentences.

A variety of activities are included in these 16-page booklets. Some of the activities include: designing your own chateau, hidden color-by-letter pictures, dot-to-dots, maps tracing the provence, artist's paintings to color, etc. These high-interest pictures could also be used for flash cards or enlarged for posters appropriate for a bulletin board.

GERMAN

Continents and Major Islands Bulletin Board Set. Trend Enterprises, T-832. Available at: The Learning Post, 1500 22nd St., West Des Moines, IA 50265 (800-524-5011 or 515-225-8006).

This collection of poster board cut-outs of the seven continents and major island groups are topographical maps printed in bright blues, yellows, greens, and tans. The only notations on the maps are the North and South Poles and small black stars and squares indicating the location of the highest and lowest points, respectively, on each continent. The cut-outs are large enough to be used in front of a classroom, on a bulletin board, or on the floor, yet small enough to be manipulated in a Total Physical Response lesson. The largest cut-out, Asia, is approximately 17" x 19", while the smallest, Australia, is 7" x 9". Relative in size to each other, they do fit together but show the distortion that one would get from cutting apart a globe.

The maps come with a booklet that includes many facts about each continent. There is an excellent information graph that lists facts for each continent such as the highest and lowest points, longest rivers, populations, and major products.

The maps have many uses in the foreign language classroom. Because they have no national borders or text, they are excellent for any language. I have used them to teach and review landforms, directions, size, colors, names of continents, and animals indigenous to each continent. The cut-outs would also be useful to indicate imaginary trips, ecological concerns, political happenings, and even the scientific theory of continental drift. Their flexibility make them an excellent addition to your classroom materials.

International Flags. Available at A and D Distributing Company, 612 East Grand, Des Moines, IA 50309 (800-533-4123 or 515-288-3365).

A few months ago I was asked to purchase an Australian flag at the A and D Distributing Company for a friend who lives out-of-town. When I arrived I was sure she had give me the wrong name and address. The store, located across from the new Iowa Historical Building, is filled with automotive supplies. It seemed an unlikely spot to be buying an Australian flag! When I asked for the flag, however, the very personable clerk produced a box of flags from a variety of countries. He told me that they also carry large 3' x 5' national flags and that if they did not have them in stock they would gladly order them from any country their supplier listed.

As my class was about to start a unit on the Olympic games, I jumped at the chance to purchase some small flags from Germany, Austria, and Switzerland. Because there is not a great demand for Swiss and Austrian flags, they would only order them for me if I would agree to purchase six of the twelve they would have to order. I considered the price and the number of times I wished I had had such flags, and decided I could certainly justify having six of each of them. We used the flags to review colors, countries, positional words such as over, under, and between, and

Continued on page 7

FLES Reviews from page 6

to keep a bi-weekly tally of the medals won by each country. I had only purchased one German flag and ended up wishing I had three more.

The small desk top flags (4" x 5") are made of nylon and are attached to a flexible staff which is topped with a pointed spire. These flags cost $1.25 plus tax and can be shipped to you for the additional cost of the postage. The large flags (3' x 5') vary in price depending on the amount of decoration and stitchery. The price quoted to me for a German, French, or Austrian flag was $20.80. The Mexican flag was $27.20, The Spanish flag was $38.60, and the Swiss flag was $43.00, (Prices do not including tax and shipping.) Any size flag always adds color and interest to a foreign language classroom whether actively used or just on display.

Spanish

Vamos! Revista linguistica mensual. Evanston, IL: Ediciones ELI. Available from Midwest European Publications, 915 Foster Street, Evanston, IL 60201. (708) 866-6262. Cost is $16.50 for 16 issues per year, October through May.

This magazine series is divided by levels of instruction: elementary school, first year, second year, and third year. The series is available in English, French, German, Italian, Latin, Spanish, and Russian. This review will focus on the Spanish language magazine for elementary school students, *¡Vamos!*

¡Vamos! has been created to enrich elementary school Spanish language classes through the use of games, visuals, and group activities. The format of the magazine is that of a comic book. It contains full page color drawings with vocabulary words and exercises based on the content of the drawing. The following features appear in every issue: "The Inspector," a mystery comic strip for students to solve; "Sopa de letras,", a crossword puzzle; and "Genius," a comic strip. *¡Vamos!* also includes game-like activities such as comic strips with blank bubbles, "What's wrong in the picture?" activities, and secret messages to decode.

All of the exercises are created around the main theme of the month, for example, "seasons" or "back to school." The vocabulary is re-entered from activity to activity making the repetition and association of words meaningful to the learner. Overall, the colorful visuals help to make the lessons exciting and the game-like format entices children to work on the activities. The theme is reinforced through the visuals, which are also places of interest to children such as the zoo, seashore, and museums.

In *¡Vamos!* most of the activities are visual, tactile, or require just one word answers, not long complex sentences. The students have the opportunity for self-correction because the solutions to the games are found on the last page of the magazine. *¡Vamos!* is valuable either as a resource for the teacher or as an independent ancillary to instruction for the students.

Wilson Presentation Selected "Best of Iowa"

The presentation by Linda Wilson of Winfield-Mt. Union Community Schools, "Using American Sign Language to Enhance the Natural Approach Method of Teaching a Foreign Language," was chosen as the "Best of Iowa" from among the sessions presented at the fall 1991 Iowa Foreign Language Association (IFLA) Conference. The recipient of this award is determined by evaluations that are completed of each session by randomly selected conference participants. As a representative of IFLA Wilson will present her session at the Central States Conference (CSC) on the Teaching of Foreign Languages held in Detroit, MI on April 9-11, 1992. As part of this award, Wilson will receive an honorarium from IFLA to help defray the costs of travel to CSC. Congratulations to Linda Wilson for her excellent presentation! *(ED. See the article by Wilson in this issue on this same topic.)*

Nominate an IFLA Officer

Help shape the future of the Iowa Foreign Language Association (IFLA) by nominating candidates for office. Positions are open for Vice President (President-Elect), Secretary, and Treasurer. All officers serve for two year terms. Elections will be held at the CSC/IFLA Conference in Des Moines, March 25-28, 1993. To nominate an officer, send the candidate's name, school, address, telephone, and the office for which you are nominating him or her to Lydia Ruiz, 1632 N. Elm, Ottumwa, IA 52501.

Funding Available for Iowa

Paul Hoekstra, Foreign Language Consultant, Iowa Department of Education, reports that Iowa School Superintendents received a mailing in March, 1992, about a grant competition for the funding of model foreign language programs. The $163,000 of federal funds, which is available over a three year period, will be awarded to Iowa school districts for the establishment or improvement of model foreign language programs. Individual grant awards will not exceed $40,000. The priority for awarding funds is the less commonly taught languages (listed in order of priority): Japanese, Russian, Chinese, Korean, Arabic. If the funds are not exhausted on awards for these languages, as a second priority, funds will be made available for the following alternate languages (for which there are no priorities): French, German, Italian, Portuguese, and Spanish. The deadline for grant proposals is April 17, 1992. For more information contact Paul Hoekstra, 515-281-7806.

The Editor Writes from page 1

Workshop. The energy and excitement generated by the presentations was amazing and clearly demonstrated that Iowa teachers are effectively employing the best strategies available to the profession. Certainly the existence of licensure in foreign language at the elementary school level and the quality of teacher inservice and preservice programs have had an important impact on teacher effectiveness. Perhaps the communication link of the *Iowa FLES Newsletter* has also played a part.

In addition, the Iowa Governor's Commission for Foreign Languages and International Studies is considering the possibility of focusing on the promotion of long sequences of instruction as part of their future emphasis. At the national level, the American Council on the Teaching of Foreign Languages has designated elementary school foreign language programs as a priority for the next decade.

These signs suggest that a new era in foreign language education has begun in the 1990s that will take us far beyond what we have imagined possible with our present programs. The implementation of carefully articulated sequences of instruction for all children beginning in the early grades and continuing through high school and beyond, is certainly an important key to that future.

Marcia Rosenbusch
Iowa FLES Newsletter
300 Pearson Hall
Iowa State University
Ames, Iowa 50011

Nominate a FLES Teacher for Outstanding Educator Award

Each year at its annual conference the Iowa Foreign Language Association honors an outstanding foreign language educator at the elementary school level. Next year the award will be of special significance because it will be announced at the combined conferences of IFLA and Central States in Des Moines. Take time now to nominate a candidate for this important award. Send the candidate's name and address, together with a brief statement of why this person should receive the IFLA award to: Barbara Maitland, 1704 Applewood Place NE, Cedar Rapids, IA 52402-3322.

Editor's Note: All persons interested or involved in elementary foreign language teaching are urged to send news items or articles to the editor. Submission deadline for the Fall 1991 issue is May 30, 1991.

Jointly funded by the College of Education and the College of Liberal Arts and Sciences of Iowa State University and the Iowa Foreign Languag Association.

Published under the auspices of the Department of Foreign Languages and Literatures, Iowa State University.

IOWAFLESNEWSLETTER

A Newsletter for Teachers of Foreign Language in the Elementary School

Volume 8, Number 2

Fall 1992

The Editor Writes ...

The Iowa FLES Newsletter has been in existence since the Spring of 1985 and has been provided at no charge to all who request it. Its growth has been impressive--the newsletter now has over 1000 subscribers. Through these past seven years the newsletter has been made possible through grant funding.

An Iowa Humanities Board grant enabled the newsletter to come into existence. Subsequent grants from the College of Liberal Arts and Science and the College of Education, Iowa State University and from the Iowa Department of Education made it possible for the newsletter to continue. In the last three years, additional funding from the Iowa Foreign Language Association has been key in continuing the newsletter.

Times have changed, and grant monies have decreased to the point that this issue of the newsletter will be the last one that will be possible for the 1992 year. The final issue of this volume (Volume 8 [3], Winter 1992-93) can not be published because of a lack of funding. Grant funds, however, are being sought to provide this last issue.

In recent months the future of the newsletter has been seriously deliberated. At last a decision has been made. Because interest in elementary school foreign languages has grown continuously in Iowa in the past seven years, and because it appears that the newsletter has played an important role in this growth as a communications link--allowing individuals and programs to network, it has been decided that every effort should be made to keep the newsletter alive. Beginning with Volume 9 (Spring, 1993) the newsletter will continue to be published--but only on a subscription basis.

If you wish to receive the three 1993 issues of the Iowa FLES Newsletter, turn now to the enclosed yellow sheet in this issue, fill out the subscription form, and return it today to the editor. There will be no other reminder of your need to subscribe. Help make the Iowa FLES Newsletter a viable communications network in 1993 for all who are interested in FLES.

Iowa Businesses Strongly Support FLES

A survey of Iowa businesses that have international connections has revealed extremely strong support for the teaching of foreign languages at the elementary school level. The 1990 survey was sponsored by the West Des Moines Community School District. Responses were obtained from 146 businesses. The question, "Should foreign language be offered at the elementary level?", was answered "yes" by 91% of the responding businesses.

The development of oral proficiency in a single language was chosen as a better focus for an elementary school program than exploring several languages (63%). The earlier grades (K-3) were considered a better time to start a foreign language program than later grades (4-6), with first grade being the grade level most favored: kindergarten (16%), first grade (20%), second (11%), third (16%), fourth (13%), fifth (11%), and sixth (13%). The majority of the respondents felt that a foreign language should be an elective (77%) instead of a requirement.

The language most preferred for instruction was clearly Spanish (56%). Other languages noted by respondents were: Japanese (18%), German (10%), Russian (6%), French (5%), Latin (3%), and Chinese (1%). When asked, "What do you consider to be the language(s) of the future?", eleven languages were mentioned by respondents. In rank order they are: Japanese, English, Spanish, German, Russian, Chinese/Mandarin, and French. Four languages also received equal mention: Arabic, Korean, Malaysian, and Thai.

Seventy-nine percent of the respondents agreed that a prospective employee with a foreign language background would be given preference in hiring by their business. For more information about this survey, contact **Phyllis Staplen, Director of Curriculum, West Des Moines School District, 1105 5th St., West Des Moines, IA**

Attend Two Fall Conferences

It is not too late to take advantage of the unique opportunity to attend two national/international conferences in Chicago in November, 1992!

The Sixth International Conference on Second/Foreign Language Acquisition by Children: Theoretical Aspects and Practical Applications, will be held November 18-20, 1992, in the Sofitel Hotel, Chicago/Rosemont, Illinois. More than sixty proposals for presentations are scheduled. The two keynote speakers are: Dr. Peter Negroni, Superintendent of Schools of Springfield, Massachusetts and Pat Henry, President of the National Parent Teachers Association. For registration information contact Gladys Lipton, UMBC-MLL, Baltimore, MD 21228 (301-231-0824).

The **American Council on the Teaching of Foreign Languages (ACTFL)** will hold its annual conference, "Foreign Languages: New Visions, New Worlds," from November 20-22, 1992, in the Hyatt Regency O'Hare Hotel, Chicago/Rosemont, Illinois. Many sessions on the teaching of foreign languages at the elementary school level will be offered as well as excellent exhibits by publishers. For registration information contact ACTFL, 6 Executive Plaza, Yonkers, NY 10701 (914-963-8830).

Attend the CSC/IFLA Conference!

For the first time ever, Des Moines, Iowa, will host the joint conference of the Central States Conference (CSC) on the Teaching of Foreign Languages and the Iowa Foreign Language Association. This exciting conference will be held on March 25-28, 1993, at the Des Moines Convention Center. If you have never attended a regional conference before, this is certainly the time to begin. You will meet many foreign language professionals and gain helpful ideas for your program at what is known in the foreign language profession as "the friendly conference". Plan now to attend. For registration information contact **Jody Thrush, Madison Area Technical College, 3440 Anderson Ave., Madison, WI 53704**.

Some of the sessions and workshops at the CSC/IFLA conference that will be of interest to FLES educators are listed here:

On the Road for Excellence: A Coast to Coast Study of FLES Models - Judith K. Shiffler, Fairbanks, AK

Antoinville: a French Village Learning Center - Toni Klingler, Dubuque, IA

Kid Culture: The Young Child's Discovery of *Le Monde Francophone* - Laura Nork and Diane Primrose, Auburn Hills, MI

Commitment to Elementary School Foreign Language Programs: The Iowa Experience - Marcia Rosenbusch, Ames, IA; and Paul Hoekstra, Des Moines, IA

Give FLEX Real Class! - Bernard Turner, National Textbook Company, Lincolnwood, IL

The Parent Factor in FLES - Audrey Heining-Boynton, Chapel Hill, NC

Elementary School Foreign Language Programs in the Milwaukee Public Schools - Helena Curtain, Milwaukee, WI

Elementary School Foreign Languages and Social Studies: The Content-Enriched Program (Workshop) - Marcia Rosenbusch, Ames, IA

FLES, Partial Immersion, Total Immersion: Which Elementary Foreign Language Program is Right for You? - Lynn Haire, Ferndale, MI; Carolyn Andrade, Cincinnati, OH; Helena Curtain, Milwaukee, WI

An Interdisciplinary, Multilingual Approach to Language Study for the K-6 Student - Christine Ege, Borger, TX

Realia from Recyclables - Mercia Foster, Charles City, IA; Diane Coy, Elmore, MN; Daina Powers, Primghar, IA

The Writing Process: From Single Words to Student-Authored Books - Julie Benthaus Banner and Carolyn Andrade, Cincinnati, OH

Simulation-Travel Experience: How to Make Language Real - Suzy Verhelst and Monic Severa, Madison, WI

Make Your Foreign Language Program Grow through Interdisciplinary Activities: Multi-Cultural Month - Burnette Gonzales, Creve Coeur, MO

All Around the World: A Global Unit for Upper Elementary Students - Chris Joslin, Des Moines, IA; Marilyn Buttjer, Charles City, IA; Heather Poston, Richfield, MN

National Network for Early Language Learning (NNELL) Networking Session - Audrey Heining-Boynton, Chapel Hill, NC; Carolyn Andrade, Cincinnati, OH; Marcia Rosenbusch, Ames, IA

IOWAFLESNEWSLETTER

A Newsletter for Teachers of Foreign Language in the Elementary School

Subscription Form

Beginning with Volume 9, Spring 1993, the Iowa FLES Newsletter will be provided only to subscribers. Send in your check and the form below for a 1993 subscription that will include three newsletters (Spring, Fall, and Winter). You may make copies of this form for your colleagues. You will receive no other notice of your need to subscribe. **Renew now so you do not forget.**

- -

Iowa FLES Newsletter
Subscription Form (1993 - Spring, Fall, and Winter)

Please send me a one-year subscription to the Iowa FLES Newsletter. I am enclosing my check for $6.00.
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Iowa FLES Newsletter
300 Pearson Hall
Iowa State University
Ames, IA 50011

Promises Worth Making

Carolyn Andrade
Supervisor
Elementary School Foreign Languages
Cincinnati Public Schools, Ohio

This article is excerpted from a paper written for a workshop presented to the Governor's Commission on Foreign Language Studies and International Education on April 13, 1992, in Ames, Iowa. The workshop was designed to inform commission members about elementary school foreign language programs. The workshop was sponsored by the Iowa Foreign Language Association, the Ames Community School District, and the Iowa Critical Languages Program of the University of Iowa. ED.

For all but the most recent years in our nation's history, learning another language in school has been reserved for the academically talented or the economically elite. High schools required foreign language courses for those students planning to go to college and discouraged non college-bound students from enrolling in those same foreign language classes.

While this practice is still in place at the secondary school level, the relatively new, exciting, and innovative programs at the elementary school level are encouraging educators to rethink the place of foreign languages in the curriculum. Both research data and practical experience point to the importance of early, intensive language instruction as a key element in developing proficiency in two languages.

Program Models

Three basic elementary school foreign language program models have been described in the literature. In practice, however, many variations of these models can be found throughout the country.

FLEX (Foreign Language Experience) programs provide a general exposure to language and culture and teach basic phrases in the foreign language. Students receive equal instruction in each of several languages during the school year. While the languages may vary from district to district, the curriculum often covers the same content in each of the languages.

FLEX, when introduced at the elementary school level, is used as a way to help students decide which language they will choose for further study at the junior high or senior high school level. No language proficiency is promised, nor can any be expected with such limited exposure. Given the above, it is difficult to understand why districts would spend time and energy on such a model. Other disciplines are not organized as such. Elementary school children do not study a semester of flute, a semester of drums, and a semester of trumpet before deciding which instrument to study. Mathematics curriculum is not designed similarly nor is science.

When volunteers staff the FLEX program there may be no cost to the district. As is often the case, however, the district must pay a language specialist and purchase materials for the FLEX program. With outcomes limited to a few phrases in the foreign language and a possible interest in future language study, the expense of FLEX programs hardly seems justifiable. The interest in languages and culture can be developed through an enriched social studies program. In such a program, the classroom teacher learns and then teaches simple vocabulary, phrases, numbers, and greetings. Specific classroom culture, such as bowing and greeting the teacher in Japanese, can be taught within the context of world cultures. This kind of experience in foreign language and culture should be an integral part of every social studies program.

FLES (Foreign Language in the Elementary School) programs usually occupy 5-15% of the school day. FLES may be taught by a teacher specialist or a volunteer. The curriculum of most FLES program focuses on the language itself. Therefore, social language and communication skills form the major part of the curriculum. Cultural lessons are included as well. Limited proficiency in the foreign language is expected from participation in a FLES program due to the limited portion of the school day that is dedicated to the foreign language.

Content Enriched FLES programs occupy 15-50% of the school day. These programs are staffed by teacher specialists with native or near-native fluency. Coordination between the foreign language teacher and the classroom teacher is essential so that curriculum concepts taught in the English class ar truly enriched in the foreign language class and not simply repeated. Development of cultural understanding is also an integral component of the Content

Continued on page 4

Promises from page 3

Enriched FLES Program. Increased proficiency is an expected outcome of this type of program because of the focus on content, the increased amount of time in the foreign language, and the exclusive use of the foreign language during instruction.

In **Partial Immersion** programs, 50% of the school day is taught in the foreign language. The emphasis is on teaching regular school subjects rather than on teaching the language per se. In all types of immersion programs teachers are elementary school certified teachers who are also bilingual. Clearly, greater student proficiency is expected from this type of program than from the FLES model.

Total Immersion programs have traditionally included 50-100% of the school day taught in the foreign language. In kindergarten and grade one, the entire school curriculum is taught in the immersion language. Gradually throughout the elementary school years, the amount of English language instruction is increased so that by the end of the K-5 or K-6 sequence, each language represents 50% of instructional time. Recent experience in the total immersion programs of the Milwaukee, Wisconsin Public Schools, however, has shown that children continue to make significant progress on standardized tests of English reading and writing even with only 20% of the day dedicated to English language instruction during the elementary school years.

Two-Way Immersion programs are designed to be mutually beneficial for both language majority and language minority populations. Both English and non English-speaking groups are immersed in their native language and their second language during the instructional day. Common non-instructional time, such as lunch and recess, and some instructional time, allow both language groups to interact with native speakers of their second language.

Immersion programs are often the least understood of the elementary school programs. A large part of the general public fears a program in which the subject matter is delivered in a foreign language. More than a decade of experience and student achievement scores have demonstrated that fears of immersion education are unfounded. To allay such fears, teachers, parents, and the community at large must be given complete and accurate information during the planning process. Periodic updates should also be available once a program is in place. Principals, teachers, supervisors and other district personnel must be readily available with clear and positive messages upon request of individuals and or groups throughout the community.

Two Languages for Everyone

While districts are exploring the possibility of including a foreign language component for all children at the elementary school level, a question often asked is "What about the non-language learner?" To that I reply, "Is that the same as a non-math learner or a non-science learner?" Our educational system makes certain assumptions about the level of knowledge and skills that students will acquire in areas of the curriculum such as mathematics or reading. To reach those levels, we offer students a wide range of assistance, from individual tutoring to summer school. Yet for languages, students experiencing difficulty are quickly encouraged to discontinue efforts to acquire even a basic level of proficiency. This practice definitely needs to change.

One of the beauties of an elementary school program which starts in the kindergarten is that children can experience success before anyone tells them that it is too difficult or that they are non-language learners. Certainly the methodology used to teach languages is key to student success. The foreign language program can be student friendly or student unfriendly, depending on the model and methodology selected.

Instructional Time

A common concern comes from regular classroom teachers who have to "give up" a portion of their instructional day in order to accommodate the foreign language program. To that concern I have two responses. First, a content-based curriculum in the foreign language will provide an intricate mesh with the subject matter taught in the regular classroom. Either as an enrichment or reinforcement of that content, students generally grasp the information and master the skills more quickly when the emphasis comes in both languages. The result, therefore, is that the classroom teacher need spend less of his/her time on the topic in order to ensure student mastery.

The second response clearly comes from my experience in Cincinnati. Indeed, when 60 minutes is taken for foreign language instruction, there is less time for content instruction in English. As a result, Cincinnati classroom teachers in FLES schools have become more efficient and effective teachers. By maximizing instructional time, these teachers have become highly skilled professionals. They get the job done in the time allotted them to do it. The proof is in the

Continued on page 6

FLES Reviews. . .

Reviews of literature and materials of interest to FLES teachers are included in each issue. Although the reviews have been divided into French, German, and Spanish, you will find materials of interest to all FLES teachers in each section as well as language specific material. If you are acquainted with FLES materials, books or articles that would be of interest to other FLES teachers please send information about them to the appropriate reviewer.

FRENCH: Cathy Stone, Box 247
Ogden, IA 50212
GERMAN: Chris Joslin, 2612 38th St.
Des Moines, IA 50310
SPANISH: Leslie Schrier, 814 Independence
Pella, IA 50219

FRENCH

Mealder,T., (1992). *My world in French.* Lincolnwood, IL: National Textbook.

This coloring book offers the teacher many visuals from which to develop mini-units. The book includes drawings of various rooms, clothing, sports, stores, farm, domestic and zoo animals, and many more. The pictures are very simple and would be easy for a young child to color. The items in each picture are numbered and keyed to a pronunciation guide. If each child in the class had one of these coloring books many Total Physical Response activities could be developed around them.

GERMAN

Dinner table place mats. (1992). Available from Goethe House, 1014 Fifth Ave., New York, MY 10028.

Goethe House has designed a reproducible dinner place mat for use in the German classroom and for fund raising activities by German clubs. The design is printed on 8" x 11" paper, but comes with instructions for enlarging to 11" x 17". Beginning in the upper left hand corner are a series of cartoons that circle the place mat. Each cartoon continues the scenario of a gentleman dining at a restaurant. The illustrations are clever and amusing. In cartoon bubbles simplified phrases, which could be used when dining in a restaurant or cafe, are printed in German in bold type. Also included are a phonetic pronunciation of the German text in italics and an English translation in parenthesis. For use in the classroom you will probably want to eliminate the phonetic pronunciation and English translation in order to use the place mat just in German. Later you might eliminate the German so that students could create their own conversation to match the illustrations. There is no charge for reproducing the place mats, Goethe House only asks that you let them know how many copies you have reproduced.

SPANISH

Goodman, M. (Illustrator) (1991). *Let's learn Spanish: Picture dictionary.* Lincolnwood, IL: National Textbook.

This dictionary is a delightfully illustrated collection of lexical themes for young Spanish language learners. In its 50 pages, 32 functional-notional themes are explored. A world map, labeled bilingually, is also included. All of the themes and illustrations are multi-cultural in focus and North American in context. For this review one topic will be described and its use with early language learners will be explored.

In the section *Nuestra aula* (Our Classroom), the FLES teacher will find an illustration of a typical elementary school classroom. This is not an illustration of a perfect classroom, rather one in which paints have been spilt, the waste paper basket is overflowing, and a paper airplane has just been launched. The students are a diverse group, for example there is a student in a wheelchair, a Native American girl, as well as freckled "Tom Sawyer" with frog in hand.

The vocabulary illustrated and defined includes the typical classroom words, e.g., la basura (the wastepaper), el mapa (the map) and el lapíz (the pencil), as well as that which is elementary school specific, e.g., la cola (the glue), el caballete de pintor (the easel) and el creyón (the crayon). The FLES teacher could create a transparency from the illustration to use in a Total Physical Response activity of identifying classroom objects and people. After more functions of the Spanish language have been mastered, the teacher could also use the transparency to reinforce and refresh the learners' knowledge of the classroom vocabulary.

Promises from page 4

fact that achievement of students in the regular subjects has not been negatively impacted by investing in daily foreign language instruction.

FLES programs that promise some degree of language fluency must meet for at least 30 minutes each day. Programs with 40 to 60 minutes per day can, of course, promise greater language fluency and can assume greater responsibility for content material. One hour or even half of the day of foreign language in preschool and kindergarten is a wise investment. Children learn early that foreign language is "just a part of school". A story is told of a young mother who was walking through the school with her immersion kindergartner. When they passed another kindergarten classroom and heard the teacher speaking in English, the child asked, "Why is that teacher speaking English? The kids already know English!"

Considerations in Program Planning

In considering a partial immersion program, in which, by definition, subject matter content is taught at grade level, it is important to begin the immersion program in kindergarten or first grade. Student foreign language skills must develop sufficiently to continue work in regular school subjects on grade level. The more language that students have in the earlier grades, the more likely they are to be successful with increasingly difficult content in the intermediate grades. In other words, an intensive exposure to language (immersion) at an early age (kindergarten or first grade) is preferable. Beginning a FLES program of 30 or 40 minutes a day in the primary grades with the intention of it becoming immersion in the intermediate grades is not recommended.

In offering a foreign language to all children in the elementary school, remember to plan for students who may enter the community with no previous second language experience. The amount of language already acquired by students in language intensive programs will necessitate special tutoring for the new students. Some districts have developed audiotapes and print materials to help students progress to grade level. Other districts use more advanced students or community volunteers as tutors. It is important to develop a flexible system of grading so that a new student is not penalized by his/her late entry into the foreign language program.

A very important consideration to make in planning a program is what the program will look like when it is fully implemented. Starting with a FLES program with the intention of changing to an immersion program at some time in the future may be ill advised. You run the risk of the community becoming complacent and never making the planned transition. The old saying "If it isn't broken, don't fix it," may complicate planned improvements. School districts should clearly define the goals of the foreign language program and establish from the outset a program model that will accomplish those goals.

Language Choice

Many factors contribute to the choice of language by an individual or a school district. It is important to note that the ten most commonly spoken languages in the world, in rank order, are: Mandarin, English, Hindi, Spanish, Russian, Arabic, Bengali, Portuguese, Malay-Indonesian, and Japanese. German and French are eleventh and twelfth, respectively. With over 20% of our gross national product derived from international trade and one of every six American jobs tied to international activities, it is imperative that our children learn to communicate with the rest of the world.

When choosing a language (or languages) for the elementary school program, the district must always consider the opinions of the community it serves. Ideas vary with regards to the relative difficulty, utility and status of one language over another. Nationwide, the most popular second language is Spanish. For that reason there may by some benefit to offering other languages in the elementary program, reserving Spanish for high school, thus strongly encouraging students to develop proficiency in two languages before leaving high school.

Although certain government agencies have classified languages according to level of difficulty, those classifications refer to adult learners. Fortunately, no one has yet told the five and six year olds in the Chinese programs in Cincinnati that it is very difficult to learn Chinese, or, children in the Russian program that Russian is more difficult to learn than French!

Teacher Selection

Cincinnati relies little on university transcripts of foreign language course work to determine language fluency. Rather, an informal assessment of both oral and written language skills is conducted during the interview process. Other districts require the American Council of the Teaching of Foreign Languages (ACTFL) Proficiency Rating.

Regardless of the program model or the age level of the students, native or near-native fluency in the language is a non-negotiable requirement of teaching positions in Cincinnati.

Continued on page 7

Promises from page 6

Preference in the primary grades is given to natives or the most native-like speakers because accuracy is especially important in those early years when children learn the sounds and rhythms of language. Teachers in all classrooms must be able to speak naturally and accurately throughout the day. They are expected to use the foreign language at all times--except, perhaps, with the very youngest children in an emergency situation. A balance of native speakers and American second language speakers has proven very beneficial. The native speakers know the songs, games, and holidays that are important to young children, but Americans are proof that fluency in a second language can be achieved.

Teacher preparation program remain woefully inadequate in the area of elementary school foreign languages. Seldom can a teacher attain the necessary language proficiency, not to mention cultural proficiency, without at least an entire year abroad. Ideally, prospective teachers would take course work abroad and be housed with families who have young children. Twelve months with a family will permit prospective teachers to perfect their language and to learn the customs of children as they actively participate in family life. Some courses, such as children's literature, should be taught in the foreign language by a specialist during this year abroad.

Conclusions

The three components that I consider absolutely essential for a successful elementary school foreign language program are:

- Dynamite teachers (highly qualified, enthusiastic, and committed)
- Dynamite bilingual principals (dynamite being more important than bilingual)
- Dynamite parents (a strong cadre of articulate parents with a means of regularly renewing itself with new parents)

These three groups of people, working in consort, can ensure the quality and the continued success of the elementary school foreign language program. Dynamite teachers will meet the needs of children who, in turn, will be successful learning their new language and generate more positive attitudes toward language learning in general. Should the teacher be less than qualified, enthusiastic or committed, the principal and the parents should see that the teacher improves those skills and attitudes or seeks a different position. Principals provide a vital link between the local school and overall district goals. Parents can greatly influence the actions taken by the Board of Education which impact on local schools. Organization of a strong, articulate parent group should be a top priority.

While there are many factors to consider when planning and implementing an elementary school foreign language program, no two plans will have identical results. Each community has a different composition and different priorities. All successful programs, however, require an investment in human and material resources, whether the program focuses on foreign languages, computers or the arts. Expect it and plan for it.

There are five points that summarize what I believe is necessary to assure a successful program:

1. Listen to your community and be sure to do your homework.

2. Start with a manageable program in terms of size and allow time to work out the "bugs" as the program expands.

3. Seek advice from colleagues in well-established, successful programs.

4. Take the time to develop strong support among teachers, parents and principals.

5. Make only promises you can keep, but keep the promises you make.

Ankeny Holds FLES Meeting

FLES educators and advocates are invited to a Sharing Meeting from 11:00 am until 2:30 pm on October 10 at Terrace Elementary School (Ankeny Community School District), 310 NW School Street, Ankeny, IA. Since in 1992-93 it will be spring before there is an opportunity to meet together at the Central States Conference, this fall meeting is designed to give participants a chance to share ideas and concerns early in the year.

The meeting will consist of two parts. In the morning participants will divide into groups to discuss issues of concern to FLES. The entire group will lunch at a local restaurant (at each participant's expense). After lunch, participants will have the opportunity to share one of their successful classroom activities.

Please notify either Paris Sangrene or Jeanette Borich immediately if you plan to attend: 515-965-9670. Participants are asked to bring 20 copies of a classroom activity to share with others and are welcome to suggest discussion topics.

Funded by the College of Liberal Arts and Sciences of Iowa State University. Published under the auspices of the Department of Foreign Languages and Literatures, Iowa State University.

IOWAFLESNEWSLETTER
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Marcia H. Rosenbusch, Editor
Foreign Languages and Literatures
300 Pearson Hall
Iowa State University
Ames, IA 50011

IOWAFLESNEWSLETTER
A Newsletter for Teachers of Foreign Language in the Elementary School

Volume 8, Number 3 Winter 1993

Experiencing the Developing World in a Second Language: A Content-based Organization

Paris Sangrene
Jeanette Borich
Ankeny Community Schools
Ankeny, Iowa

When five-year-olds begin kindergarten they enter a world that is new to them. They are helped by their teachers to achieve a level of mastery of their native language that will help them experience success in this new world. They will learn, for example, the names of some of the parts of the ant. They will learn that an ant is an insect, but a spider is not. When looking at an ant and a fly, they will discover similarities that classify both as insects. They will graph how many insects the class catches during the week. They will create stories about ladybugs.

Their kindergarten teacher will often use unfamiliar words to describe these new concepts. The children will hear these words in the context of real life situations. The five-year-olds will learn new vocabulary and will perfect language structures, such as the possessive, without ever studying language concepts in the abstract or in isolation. All areas of learning--math, science, music, and social studies--will enrich the kindergartners' native language.

Similarly, content-based instruction, which is the basis of immersion education, fuses target language instruction with subject matter content (Met, 1991). By extension, FLEX, FLES and secondary foreign language programs can experience the same benefits as immersion by using the target language to introduce or reinforce concepts taught in social studies, music, science or mathematics. "Studies reported by Dulay, Burt, and Krashen (1982) lead clearly to the conclusion that time spent in experiencing the target language as the medium of instruction is much more effective in producing

Continued on page 3

The Editor Writes. . .

Thanks to the Iowa Humanities Board (IHB) for providing a small grant to Iowa State University to make this issue of the *Iowa FLES Newsletter* possible. Without this grant, the final issue in this volume would not have been possible. Funds from the grant sources that had funded the newsletter the past several years were no longer available. It is especially welcome that the Iowa Humanities Board provide this last issue of the grant-funded newsletter, since IHB also funded the first three issues of the newsletter.

The *Iowa FLES Newsletter* is currently changing its funding source from grants to subscription funding. The subscription funded newsletter will begin publication spring 1993. If you wish to receive the three 1993 issues of the *Iowa FLES Newsletter*, turn now to the enclosed subscription form, fill it out and return it today to the editor. There will be no other reminder of your need to subscribe. Help make the *Iowa FLES Newsletter* continue to be a valuable communications network for all who are interested in FLES.

See You at the CSC/IFLA Conference!

Do not miss the excellent Central States Conference that will be held in conjunction with the Iowa Foreign Language Association annual meeting March 25-28 at the Convention Center in Des Moines, Iowa. Pre-registration information indicates a record-breaking crowd will attend. For registration information contact **Jody Thrush, Madison Area Technical College, 3440 Anderson Ave., Madison, WI 53704.**

Be a Presenter at Upcoming Conferences

Advocates for Language Learning

Advocates for Language Learning offers one of the most exciting conferences on elementary school foreign language teaching. Next year this conference will be held in Kansas City, Missouri on October 21-24, 1993. Participate in this conference by submitting a session proposal for a 3-hour workshop or a 75-minute presentation. On the session proposal form you are asked to described the content and format of your presentation and its benefits to participants in 100-150 words. The deadline for proposals in June 1, 1993. To request a session proposal form contact: **Dr. Paul A. Garcia, ALL '93, P.O. Box 32083, Kansas City, MO 64111.**

Central States Conference

Plan now to participate in the next Central States Conference to again be held close to home--Kansas City, Missouri. This conference will be held April 21-24, 1994. Participate in this conference by offering a conference session to share your own teaching experiences. Or, get together with colleagues to offer a joint session. Completed session proposal forms must be mailed by May 31, 1993. Session proposals are not difficult to prepare. You are asked to submit a short (75 word) description of your proposed session. Session proposal forms are found in the 1993 CSC Preliminary Program and Program. You may also request a session proposal form by contacting: **Mary M. Carr, CSC/FLAM Program Chair, 4242 Wanamaker Dr., Indianapolis, IN 46239; FAX 317-543-3336.**

Iowa Foreign Language Association

Do not miss Iowa's exciting foreign language conference to be held this year in Cedar Rapids, Iowa, October 8-9, 1993 at the Four Seasons Hotel. Further information about session proposals will be forthcoming in the spring issue of the *Iowa FLES Newsletter*, or contact in-coming president: **Barbara Maitland, 1704 Applewood Place, Cedar Rapids, IA 52402.**

Second Language Acquisition by Children

Return to the site of the first SLAC conference for the 1994 conference--Tulsa, Oklahoma. This conference, which focuses on elementary school foreign language education, was first held in Tulsa in 1985. Plan to attend the 1994 conference on March 10-12. You may participate in the conference by offering a one-hour session or a three-hour workshop. Instead of using a proposal form, simply submit a description of your session on not more than two 8 1/2" x 11" double-spaced pages. Proposal deadline is September 15, 1993. For more information, or to submit your proposal, contact: **Dr. Al Gage, OFLTA, P.O. Box 15356, Del City, OK 73155 (405-672-8681).**

Participate in Summer FLES Institute at Iowa State University

The seventh Iowa State University Summer FLES Institute will be held this year from June 14 through July 9. Participation is open to certified elementary school and secondary school teachers from Iowa as well as other states, who already have completed a minimum of 25 semester hours in a foreign language. Elementary education undergraduates who are completing the ISU approved program for endorsement may also participate.

Participants in the institute will study strategies for teaching a foreign language to elementary school children and will observe and participate in children's foreign language classes taught by experienced and certified teachers. This combination of the theoretical and the practical has proven to be an ideal way to prepare for teaching. Participants who are certified at the secondary level will also take a course in the growth and development of the elementary school age child during the summer institute.

During the following school year, participants who wish to complete the Iowa endorsement for elementary school foreign languages, will complete a practicum experience in their home school district. For this experience they will observe elementary school classes in their district and teach a foreign language to a group of elementary school students.

Registration for the Summer FLES Institute is limited to 15 participants. For more information and an application form, contact: **Marcia H. Rosenbusch, Director, Summer FLES Institute, Department of Foreign Languages and Literatures, 300 Pearson Hall, Iowa State University, Ames, IA 50011 (515-294-4046).**

IOWA**FLES**NEWSLETTER

A Newsletter for Teachers of Foreign Language in the Elementary School

Subscription Form

Beginning with Volume 9, Spring 1993, the Iowa FLES Newsletter will be provided only to subscribers. Send in your check and the form below for a 1993 subscription that will include three newsletters (Spring, Fall, and Winter). You may make copies of this form for your colleagues. You will receive no other notice of your need to subscribe. **Renew now so you do not forget.**

- -

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Iowa FLES Newsletter
300 Pearson Hall
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Content-based from page 1

language proficiency than is time spent in direct language instruction alone. The addition ... of subject content to the goals of the FLES class itself, can more than double the effectiveness of second language instruction for each student." (Curtain & Pesola, 1988, p.97).

This paper will illustrate how a FLEX program can integrate content-based units about the developing world into its curriculum to enhance the language learning of its students.

In the Ankeny Community Schools FLEX program, all children in grades one through six receive both French and Spanish instruction on alternate semesters during the school year.[1] The classes meet approximately thirty minutes a week. Most of the teacher instruction is in the second language to maximize the amount of time the students hear and speak the target language. Combining content, culture, target language structures, and vocabulary makes effective use of the class time (Curtain & Pesola, 1988). The foreign language teacher is also able to reinforce and expand existing objectives in the content areas that classroom teachers must limit due to time constraints. As students begin using thinking skills in the target language, the activities become "context-embedded and cognitively demanding." (Cummings, 1981). The teacher uses many concrete referents while still challenging the thinking abilities of the students. Such a "natural communication task focuses the student's attention on communicating an idea or opinion to someone rather than on the language forms themselves" (Dulay et al. 1982, p.62). Also, the classroom teacher comes to appreciate foreign language as a tool to reinforce curricular objectives.

The Developing World and Content-based Instruction

Ankeny's FLEX program augments the existing social studies curriculum by providing students with information on the developing world. In the FLEX program, Ankeny's students learn about their world from many different perspectives--South America, Mexico, Africa, as well as Europe. Students observe the mutual flow of ideas and culture between the developing and the developed world. The medium of a second language illustrates how different peoples satisfy basic human needs with diverse approaches. This theme integrates the instruction through content areas: social studies, music, science, mathematics, and oral language.

Social Studies

In social studies, fourth-grade students learn that the Hispanic cultures greatly influence the southwestern portion of the United States. They also discuss the many American English words of Spanish origin. The Spanish teacher reinforces these concepts by teaching such vocabulary words and by telling an illustrated story in Spanish that uses many of these words.

Students also acquire geographical terms in their Spanish classes. Such concepts as city, state, country, mountains, coast, plateau, and lowlands allow students to compare in Spanish the geography of Mexico and the United States. The teacher directs students to place the correct pictures and words on a large shower curtain map. In a follow-up activity students take turns trying to place on a map while blindfolded the mountains of the United States and Mexico, the Atlantic and Pacific Ocean, the Mexican coast, and Mexico City. While doing this, the class reviews those geographical terms. Students also discover the differences and similarities between Mexico and Iowa in housing, weather, and shopping. In fifth grade, students continue to use geographical terms to locate and identify landforms and countries of South America.

Many Americans have a limited view of Mexico since they have visited only border towns. To prevent inaccurate impressions, students learn by seeing authentic slides of homes and daily life in Mexico. Students experience Mexico by hearing a true story of life in a family without much income. They discover that global problems such as poverty and hunger also exist within their own community. A visitor who helps provide food, shelter, and other services in their own community visits the class. In class students learn to prepare and eat a Mexican food, a quesadilla (Rosenbusch, 1989, 1991).

Through a slide presentation, students also visit a middle class Mexican house similar to their own here in the United States. To complete their unit on Mexico, students barter for items the Mexican way in a market created in the classroom.

The fifth grade social studies curriculum provides a unit on West Africa. In their French class students also study Africa in the target language. The French lessons expand on students' existing knowledge about Africa and add the concept of the la francophonie (the French-speaking world). The three areas of study are African geography, diversity, and influence on American pop culture.

Students begin by using directional terms to locate landforms and natural resources on the map of Africa. They play a "pin the tail on the donkey" type game in which they attempt to attach these items to the map while blindfolded. Students compare the size of Africa with North America. The class also discusses in French the differences between villages, cities, countries, and continents.

In introducing the diversity of Africa, the teacher shows many photos of people of different ethnic groups who wear various clothing styles. Students guess on which continent they live. When finished, the teacher shows that all the people live in Africa. To explain the existence of so many differences, students learn that there are fifty-two countries and over eight hundred languages across this massive continent. The teacher guides students to the conclusion that it is impossible to make a generalized statement about Africa.

Continued on page 4

Content-based from page 3

Students follow directions in French to dress themselves in African clothing from Zaire. They also imitate carrying a baby on their backs and a basket of food on their heads. They discuss the advantages of these customs in freeing the mother's hands for work and play.

The third area of focus involves the subtle influence African culture has on the American popular culture with which fourth graders come into daily contact. Students listen to a variety of contemporary and traditional African styles of music and then brainstorm to find American music influenced by these traditions. Almost every student enjoys rap, rock 'n' roll, gospel, or jazz music, but often is not aware that its origin is based in African music. Students also identify American clothing that might have been influenced by African clothing styles.

Music

The school music teachers often consult with the foreign language teachers about pronunciation and culture for the songs that they teach. Young children communicate easily in song. In Spanish, the students learn *El rock de las capitales* (the Rock of the Capitals) from the Color Connection[2]. This rap song makes learning the South American countries and capitals fun. Students learn numbers through chants that group the numbers by units of ten; *veinte tiene dos diez, treinta tiene tres* (twenty has two tens, thirty has three).

In French the students hear and play a talking drum from West Africa. They even use their own drum code to communicate sentences to other students. They also play a mbira (a West African finger piano) to create their own song in French.

Science

Fourth grade students compare the Celsius and Fahrenheit scales of temperature in their science class. In Spanish, the students use the numbers they have learned to convert Fahrenheit temperature to the Celsius scale that is used in Mexico. Students combine their knowledge of months, temperature, and locations to decide if a given temperature is normal or ridiculous under the circumstances. In third grade the teacher applies this to South America by showing how the position of the earth's axis causes opposing seasons for the two hemispheres. When the teacher names a certain month, students choose appropriate clothing for both Chilean children and Iowan children.

In the French West Africa unit, students hear the story of chocolate, including its history, what kind of plant it comes from, where it grows, and how it is processed. Students see photographs of how science is applied to create a candy bar.

Students also discover that 98 percent of the world's diamonds come from Africa. They examine the formation, mining, and refining of diamonds. The class follows directions in French to set up an experiment to grow crystals. Following the directions for an experiment requires students to respond to commands to accomplish a goal. After receiving extensive auditory input while setting up the experiment, students are ready to discuss in the target language what they see when crystals begin to grow.

Mathematics and Thinking Skills

Students practice math skills when they convert dollars to pesos in preparation for the Mexican market. Second graders learn to identify the colors and name the flags of some Hispanic countries. To make the distances to these countries more meaningful, students estimate the hours needed to arrive at given countries depending on the mode of transportation.

In French, students are not asked to convert precisely dollars to francs or CFA (*Communauté Fiscalière de l'Afrique de l'Ouest*). They are required to judge whether a product is high priced or a good value. To combat innumeracy as outlined by John Allen Paulos (1988)[3], the teacher illustrates the scales of numbers with concrete examples of the differences among a hundred, thousand, million, and billion. One million M&Ms laid end to end extends 5.9 miles, but one billion M&M extend 5,918 miles or the distance from Paris to Bangkok.

Oral Language

At the end of these units, students use their language skills and cultural knowledge to communicate in real life situations. During a simulated Mexican market, elementary students barter in Spanish to purchase a paper flower, a toy skeleton puppet, and a *quesadilla* from a native speaker or high school Spanish student. The French students meet French-speakers from Senegal, Mali, Zaire, Belgium, Switzerland, or France. They ask them simple questions in French about their job and pastimes. The native speakers also share information about their country in French.

In both French and Spanish classes, students learn where many modern world languages are spoken and label them on a world map. Throughout their elementary years the students practice identifying spoken and written examples of world languages. After identifying a spoken language, they use appropriate physical and oral greetings. For example, if they overhear someone say the following in Japanese: *Hai. Nan-ji ni aimashoo ka* (Yes. When shall we meet?). The students introduce themselves by bowing and saying, *Konichiwa* (Good afternoon).

Establishing Content-based Goals

Met (1991) notes that the FLES curriculum traditionally has been thematically organized around vocabulary units, with

Continued on page 5

Content-based from page 4

a minimum amount of grammar included. Rather than starting with vocabulary and then looking for activities, one can begin by establishing a content goal. By consulting the objectives for a grade level in the subject areas, many possible topics appear. If objectives are not clearly specified, one can identify the objectives in basal texts. The classroom teachers also provides valuable information about what they emphasize in their classes. They also may make suggestions about topics that they are not able to teach in detail due to a lack of time (Curtain & Pesola, 1988).

When setting measurable student goals, narrow the topic to make it appropriate to the language and level of the students (Strupeck & Baker, 1990). Simultaneously, define semantic and functional language goals which meld with the content goals. Choose key words that organize the concept and provide concrete referents (Dulay et al., 1982).

By concentrating on the developing world as the course of study, our goal is that students will develop positive, global views of the world outside Iowa and the United States. Unfortunately, time limitations often restrict detailed study of the perspectives from the developing world in the first language classroom. The second language instruction helps fill this deficit. Because of the interdependence of the global economy, the decisions made by a cocoa harvester in Ghana can affect the life of a Hershey's salesperson in Pennsylvania, and a student in Ankeny, Iowa.

Teaching content allows natural language to emerge as students focus on expressing their ideas (Dulay et al., 1982; Met, 1991). When students use thinking skills to solve content problems, they receive input one step beyond their current level of competency in both the second language and the subject area (Krashen & Terrell, 1983). Content-based instruction integrates the child's educational world and makes the target language come alive in meaningful contexts.

The Ankeny Elementary Modern Language program is now in its fifth year. During these five years the children, parents, and teachers have found that the content-enriched curriculum of this program is effective in reinforcing and expanding the classroom teachers' instruction. Yet extensive communication skill is an unreasonable goal for students in this program because of the small amount of time that is spent during the school year in the language classes. Also, while experiencing two second languages offers a unique opportunity to Ankeny students, it would be exciting to explore the potential of students concentrating their efforts on just one language.

It is our hope as the teachers of this program, that in the future the amount of time devoted to language study will be increased and that student language learning effort will focus on only one language during the elementary school years. These changes would be consistant with national priorities for language study by elementary school children and would provide our children an exciting opportunity to learn valuable skills they will need for the future.

Notes

1. Ankeny is a fast-growing suburb of Des Moines, Iowa. over 2,500 of our students receive foreign language instruction each year. French and Spanish are required in grades one through seven. Students must continue with one of these languages in eighth grade. After this time language study becomes an elective.
2. El Rock De Las Capitales, Color Connection, P.O. Box 171641, Arlington, TX 76003-1641.
3. Innumeracy is defined by John Allen Paulos in his book of the same title as an "inability to deal comfortably with the fundamental notions of number and chance...." In this book, Paulos outlines the importance of understanding mathematical concepts in daily life with many surprising examples.

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FLES Reviews. . .

Reviews of literature and materials of interest to FLES teachers are included in each issue. Although the reviews have been divided into French, German, and Spanish, you will find materials of interest to all FLES teachers in each section as well as language specific material. If you are acquainted with FLES materials, books or articles that would be of interest to other FLES teachers please send information about them to the appropriate reviewer.

FRENCH: Cathy Stone, Box 247
Ogden, IA 50212
GERMAN: Chris Joslin, 2612 38th St.
Des Moines, IA 50310
SPANISH: Leslie Schrier, 814 Independence
Pella, IA 50219

FRENCH

MacArthur, B. (1992). *Sing, Dance, Laugh, and Eat Quiche 3*. Janesville, WI: Barbara MacArthur. Available for $17.95 from Sing, Dance, Laugh, and Eat Quiche, 6945 Hwy. 14 East, Janesville, WI 53546.

Language teachers of students of all ages will enjoy this lively recording. Barbara MacArthur has included an alphabet song, and songs about the days of the week and months of the year. Even the traditional "Savez-Vous Plantez Les Choux?" is included. One of the students' all-time favorite songs is "Les Bruits," in which such diverse sounds as a clock, a baby, and paper tearing are sung about in a delightful way. All in one song! Intermediate students will enjoy the "Mrs. D.R. Vandertamp" rap and the passé composé song of "Les Gangsters." These spirited songs are easily adapted to actions and will add variety to the classroom. This audio cassette comes with a 36-page booklet with four color illustrations and an English translation insert. For more information or a free catalog call 1-800-848-0256.

Weikart, P., (1989). *Teaching Movement & Dance* (3rd ed.). Ypsilanti, Michigan: High Scope Press.

If you are interested in teaching folk dances and do not feel as if you can decipher a "pas" from a "plié," then *Teaching Movement & Dance* is for you. Because the author has explained the different dance procedures in such simple terms, directions to students can easily be adapted for delivery in the target language. Every dance, be it French, Spanish, or German, has a "road map" with very clear English instructions. The two dances I have taught--"Les Saluts," a French Canadian, and "Bannielou Lambaol," a French Breton, will work very well with FLES or FLEX students. The book, *Teaching Movement & Dance*, comes with audio cassette tapes. It would be more convenient for language teachers, to have all the French dances together; but, the focus of the book and the tapes is on folk dancing in general. French teachers will be happy to know that four dances from different francophone countries are included: "Les Saluts," French Canadian; "Bannielou Lambaol," Brittany France; "Bele Kawe," Creole-African; and "Branie," Normandy, France. These dances will add much to one's classroom and will give the students a feeling for the cultures of these countries.

SPANISH

Barnhardt, E., Ed. (1992). *Life in Language Immersion Classrooms*. Clevedon, England: Multilingual Matters.

Life in Language Immersion Classrooms is a book about teachers and teaching. Specifically, it is about teaching language by means of immersion, i.e., when language is taught not as a subject, but rather as the medium through which content material is instructed. This theme of teachers and teaching may not appear at first glance to be anything revolutionary. But although immersion language teaching has been heralded as "the most successful language teaching program ever recorded in the professional language teaching literature" (Krashen, 1985:57), immersion has never been analyzed or researched before as *teaching*.

This unique book consists of eight chapters organized around three themes. For the purposes of this review I will concentrate on the parts that would be of direct interest to teachers. Part I consists of two in-depth studies of immersion teachers. Chapter One, "Immersion Teachers' Pedagogical Beliefs and Practices: Results of a Descriptive Analysis" by Ann Salomone reports on the initial study conducted under the auspices of the entire project. Salomone spent four months in an elementary French immersion school, observing and videotaping seven teachers and conducting stimulated interviews with each of the teachers. From these observations and interviews, she gathered themes which typify the behaviors of the immersion teachers she observed.

Chapter Two, "How Many Wednesdays? A Portrait of Immersion Teaching through Reflection," by Carolyn Méndez, chronicles the reflections of three Spanish immersion teachers over a six month period. While the Salomone study sought to identify commonalities in the ways immersion teachers think about and deliver instruction, Méndez' study focuses on

Continued on page 7

Reviews from page 6

immersion teachers as individuals and on how their individuality and their beliefs emerge in their understandings of immersion teaching.

Part II, entitled "Studies of Immersion Classrooms," focuses on distinct dimensions of elementary school life. Deborah Wilburn authors Chapter 3, "Learning through Drama in the Immersion Classroom." This study is an outgrowth of one of the Salomone findings: that inherent in the behaviors of immersion teachers is an intense sense of drama that is necessitated by teaching content in a language which students do not speak as natives. Wilburn reports on the use of drama, focusing primarily on one first grade Spanish immersion class, outlining the differences in language produced by students and teachers as they participate in a drama.

Janet Hickman, author of a number of children's books, contributes Chapter Four, "Whole Language and Literature in a French Immersion Elementary School." This report focuses on Hickman's study of a fifth grade French immersion teacher's use of non-graded, authentic French studies for use in classrooms. Included in Hickman's study are her views on using whole language approaches in the immersion setting. Chapter Five is an additional contribution by Salomone. "Student-Teacher Interactions in Selected French Immersion Classrooms" is a secondary analysis of her data that focuses specifically on the use of oral language by immersion students in interaction with their teacher while completing content based tasks.

Elementary school foreign language teachers who are interested in the levels of understanding that must interact to create a dynamic immersion program will find this book worthwhile reading. FLES will recognize that many of the questions and concerns immersion teachers have are mirrored in their own classrooms.

Puerto Rico: La Isla Bonita

Daina Powers
Primghar, Iowa

As a native of the Caribbean island of Puerto Rico, who has been living in Iowa for about 18 years, I have found that people know little about my native island. For example, one of the special things about the island is its tropical weather, which is so different from Iowa where you can see the change of seasons. Many will remember "Hugo," the hurricane that devastated the island a few years ago. Hugo is not the only storm Puerto Rico has experienced. Every year storms like this come and go just like Iowa thunderstorms and tornados.

I had the opportunity several years ago to write a unit for teaching Spanish to elementary school students that focused on Puerto Rico. This unit was written for the Summer FLES Institute held at Iowa State University. When I began the unit I did not realize how much I could do with the topic of Puerto Rico. I have now used the unit with second graders in two schools and with third graders. I have found that there are many themes to explore about Puerto Rico that are interesting to elementary school children and that allow comparisons to be made between Puerto Rico and Iowa. Weather, for example, is a good way to compare Iowa and Puerto Rico.

In my unit I examine the geography of Puerto Rico: its location on the globe and its shape and topography. I make comparisons of the flags of Puerto Rico and Iowa, and the climate, weather, vegetation, and birds. I examine the history of Puerto Rico from the native people to the arrival of the Spaniards, and the Africans. Everyday life in Puerto Rico is also examined: the family, food, school, music, and famous people. I have also prepared a set of slides to accompany the unit. This unit on Puerto Rico is full of activities and information about the island. I would be happy to share this unit with you for the cost of reproducing it and postage: **Daina Powers, RR 2 Box 145, Primghar, IA 51245 (712-757-1860).**

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IOWAFLESNEWSLETTER
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Marcia H. Rosenbusch, Editor
Foreign Languages and Literatures
300 Pearson Hall
Iowa State University
Ames, IA 50011

IOWA**FLES**NEWSLETTER

A newsletter for teachers of Foreign Language in the Elementary School.

Volume 9 Number 1 Spring 1993

The Conference Presentation: An Experience You Can Survive!

Christine Joslin
German Teacher
Holy Trinity Elementary School
Des Moines, Iowa

Flush from the success of presenting an hour-long session at Iowa State University's (ISU) FLES workshop in February 1992, I suggested to my two co-presenters, Marilyn Buttjer and Heather Poston, that we should consider presenting the same session at the Central States Conference to be held the next March in Des Moines. Not only would it be close to home, but having already presented the information to a friendly group of Iowa teachers, we could easily risk presenting it for a friendly group of mid-western teachers. So in that moment of confidence I sent in our proposal.

Our session was entitled, "All Around the World—A Global Unit for Upper Elementary Students." This session represented the work we had accomplished at ISU's Summer FLES Institute the previous summer. The institute is designed to prepare secondary teachers and undergraduates for elementary school foreign language certification. My part in the institute was to teach German to a class of fourth through sixth graders, while demonstrating current methodology and providing opportunities for the German teachers taking the institute (that year, Marilyn and Heather) to develop and teach activities specific to their coursework. Two years earlier, the institute had received a grant to develop FLES curricula that reflected a global focus. The first year's success created the desire to continue teaching basic conversational skills and vocabulary central to a cohesive global theme.

The 1991 session blossomed from a tiny spark at a FLES workshop with Lynn Haire from Ferndale, Michigan. A class at her school had made booklets of basic information about the continents. How much more "global" could one get than the study of the entire globe? But we wanted to make the summer

(Continued on page 4)

The Editor Writes . . .

Welcome! This is the first issue of the subscription-based *Iowa FLES Newsletter*. Plans are for the newsletter to continue to provide the same kind of information as it did when it was grant-supported. The purpose and goals of the newsletter were established in the very first issue published in the spring of 1985:

This newsletter proposes to encourage the growth of quality FLES programs through the following:

1) informing FLES teachers about issues important to FLES in Iowa and in the nation;
2) helping FLES teachers discover their common goals, priorities, and accomplishments;
3) informing FLES teachers about opportunities that exist for their growth and development;
4) calling attention to, and providing recognition for, outstanding performances by individuals and programs;
5) providing a means of information gathering and reporting on FLES programs in Iowa (Volume 1, Number 1, page 1).

The Editor wishes to thank the Iowa Humanities Board for providing funding for the winter 1993 issue and the Iowa Foreign Language Association and the Central States Conference for allowing the newsletter subscription to appear as an option on the conference registration forms. Most important of all—thanks to you, the subscribers!

Plan Now for Fall Conferences

Do not miss the excellent foreign language conference opportunities during this coming fall. Ask your supervisor or principal now for professional leave to attend.

Iowa Foreign Language Association. Invigorated by the successful Central States Conference they hosted in Des Moines in March, Iowa foreign language educators will meet at their own conference in Cedar Rapids at the Four Seasons Hotel on October 8-9, 1993. Contribute to this conference with a presentation of your own. (See the lead article by Chris Joslin in this issue for inspiration!) The deadline for session proposals is June 15. For a proposal form or more information contact: **Ann-Marie Murphy, Washington High School, 2205 Forest Dr. SE, Cedar Rapids, IA 52403.**

Advocates for Language Learning. This year's conference will be held in nearby Kansas City, Missouri on October 21-24, 1993. ALL is a national conference with a focus on elementary school foreign language learning. You will be inspired by the keynote speeches, workshops, conference sessions, and will have an opportunity to visit elementary school foreign language classrooms. For more information contact: **Paul Garcia, Advocates for Language Learning, P.O. Box 32083, Kansas City, MO 64111.**

American Council on the Teaching of Foreign Languages. If you have never attended ACTFL, take part in this year's conference in San Antonio, Texas on November 20-22, 1993. A sample listing of elementary school sessions includes: "K-6 FLES: The Tennessee Model," "301 FLES Ideas", "Language and Content: Partners in a Partial-Immersion Elementary Program". Post-conference workshops of particular interest to FLES teachers are: "Teaching Culture in the K-8 Classroom" and "TheWhole Language Approach: Nu Waz for Kidz to Lern". The annual meeting of the National Network for Early Language Learning will also be held at ACTFL. For more information contact: **ACTFL '93, 6 Executive Plaza, Yonkers, NY 10701.**

1994 NEH Summer Fellowships Available

The National Endowment for the Humanities (NEH) Fellowship Program for Foreign Language Teachers K-12 offers summer fellowships of $3,750 to pursue professional development abroad. Fellowship winners spend six summer weeks in a foreign country improving their linguistic skills and developing humanities-related projects that will enhance their classroom teaching. Typically teachers return from the summer abroad with information and authentic materials that can be shared with colleagues.

For the summer of 1993, nine elementary school teachers were among the 64 recipients. Eligibility requirements are: three years full-time teaching in K-12 prior to the fellowship summer, at least one-half of the teaching schedule in foreign language, employed by a U.S. school or U.S. school abroad, and intention to teach foreign language at least five more years (teachers of ESL are not eligible).

Each teacher designs a project plan that will be intellectually challenging for that individual. The project should respond to the teacher's professional and institutional needs and indicate tangible benefits to the foreign language classroom. Plans for outreach across the school curriculum, within state or regional professional associations, or to local civic organizations are expected as part of the project design.

It is not too early to begin to plan your a project for the 1994 summer fellowships. Applications are due October 31. For information or an application form, contact: **Naima Gherbi, Associate Program Director, NEH Fellowship Program for Foreign Language Teachers K-12, Connecticut College, 270 Mohegan Ave., New London, CT 06320 (203-439-2282).**

Add the K-6 Endorsement to Your Teaching Certificate

Enhance your teaching credentials by adding the endorsement for teaching foreign languages at the elementary school level. Participate in the seventh annual Summer FLES Institute at Iowa State University from June 14 through July 9, 1993. Certified elementary school and secondary school teachers from Iowa as well as from other states may take part in the institute.

Participants in the institute will study strategies for teaching a foreign language to elementary school children in the methods course. Also, participants will observe and participate in children's foreign language classes. This combination of the theoretical and the practical has proven to be an ideal way to prepare for teaching FLES. Participants who are certified at the secondary level will also take a course in the growth and development of the elementary school age child.

During the following school year, participants will complete a practicum experience in their home school district. For this experience, they will observe elementary school classes in their own district and teach a group of elementary school students.

Registration for the summer FLES Institute is limited to 15 participants. For more information contact: **Marcia H. Rosenbusch, Director, Summer FLES Institute, Department of Foreign Languages and Literatures, 300 Pearson Hall, Iowa State University, Ames, IA 50011**

Foreign Language Teacher Appreciates *Travel Genie*

The *Travel Genie*, located in Ames, Iowa, is a good source for materials for foreign language teachers. Since one of the specialities of the store is travel, this is an excellent place to purchase detailed maps, video tapes, travel guides, and other books about foreign countries. A Missouri foreign language teacher recently had this to say about the store:

> I was in your store recently and want to tell you I've never seen a better collection of German and German-language materials. I was interested in everything from the detailed German maps to the book you have on deciphering Germanic handwriting. As a teacher I know I'm always

(Continued on page 3)

NADSFL Guidelines: Characteristics of Effective Instruction

The National Assiciation of District Supervisors of Foreign Languages has identified 20 characteristics of effective foreign language instruction. Now is a good time to reflect upon your teaching through this past year by reviewing these characteristics. When you find a characteristic you would like to improve during the next school year, use the summer to explore information on the topic. If you need help finding sources of information, contact your state foreign language consultant or a university foreign language methods instructor. Next year, consider sharing the NADSFL guidelines with those who will observe and evaluate your teaching. For more information about the guidelines, contact:

Dr. Robert Robison, NADSFL President, Columbus Public Schools, 52 Starling St., Columbus, OH 43215.

- The teacher uses the target language extensively, encouraging the students to do so.
- The teacher provides opportunities to communicate in the target language in meaningful, purposeful activities that simulate real-life situations.
- Skill-getting activities enable students to participate successfully in skill-using activities. Skill-using activities predominate.
- Time devoted to listening, speaking, reading, and writing is appropriate to course objectives and to the language skills of students.
- Culture is systematically incorporated into instruction.
- The teacher uses a variety of student groupings.
- Most activities are student-centered.
- The teacher uses explicit error correction in activities which focus on accuracy, and implicit or no error correction in activities which focus on communication.
- Assessment, both formal and informal, reflects the way students are taught.
- Student tasks and teacher questions reflect a range of thinking skills.
- Instruction addresses student learning styles.
- Students are explicitly taught foreign-language learning strategies and are encouraged to assess their own progress.
- The teacher enables all students to be successful.
- The teacher established an affective climate in which students feel comfortable taking risks.
- Students are enabled to develop positive attitudes towards cultural diversity.
- The physical environment reflects the target language and culture.
- The teacher uses the textbook as a tool, not as curriculum.
- The teacher uses a variety of print and non-print materials, including authentic materials.
- Technology, as available, is used to facilitate teaching and learning.
- The teacher engages in continued professional development in the areas of language skills, cultural knowledge, and current methodology.

Travel Genie *from page 2*

looking for materials to help make learning fun, and your German-language books and tapes are terrific . . .not only for children, but also for adults. I know other teachers would love to find your store. . .not only for German, but also other language specialities. I've shopped in much larger cities without finding nearly the selection you have.

The next time you are in Ames, visit the *Travel Genie* at 620 W. Lincoln Way, Ames, Iowa 50010 (515-232-1070). Store hours are Monday through Friday 9:30 am to 9:00 pm; Saturdays from 9:30 am to 5:00 pm.

Readers: If you know of a good source for foreign language materials in Iowa, we want to include the information in this newsletter. Contact the editor at the address listed on the last page of this newsletter.

Conference Presentation *from page 1*

class more than a geography lesson, so we developed lessons on the land forms and the animals found on each continent. We then decided to focus on the continent of Antarctica—the last unknown continent. Antarctica is claimed by many but owned by no nation and has no permanent human inhabitants.

I was very happy when our session was accepted and also rather apprehensive. Marilyn and Heather now had other commitments and did not know what the following March would bring. Consequently, their participation at the conference was not definite. I began to have second thoughts. It is one thing to present one-third of a 50-minute session and quite another to be responsible for the entire time! It is also quite a different experience to present to a group of FLES instructors, many of whom I already knew, than to present to unknown educators from a 17-state region. That summer I decided to re-teach the same unit at the 1992 ISU FLES Institute with a younger group of students and with a few variations. That would refresh my memory, provide me with more materials, and allow me to refine the activities.

The next step was a request from the conference to presenters for a write-up of the presentations for possible publication in the *Central States Report*. I was not at all sure what this entailed, nor that our session would be of interest, but I went about the writing of it anyway. That was the easy part. After writing a German global curriculum in 1989 (Joslin, Baugher, & Rosenbusch, 1989), I had some idea about organizing and referencing information. What I dreaded was the transforming of the information onto a computer diskette. I was a computer illiterate and am a "mechanically challenged" person. Aside from the keyboard, the only thing I knew about computers was to yell "Help!" when the screen went blank because I had rested my finger on some obscure key. But, a dear friend came to my aid and loaned me her MacIntosh. She even translated the "computerese" into user-friendly English for the computerly-handicapped brain of mine. But, then she went home. So, I, the Mac, and the instruction books spent an intense week together. It was Computer Basics 101 and the final project was a 16-page paper, double-spaced, non-justified, 12 pitch font, 76 characters or less per line, numbered pages with headings, notes, bibliography, and title page. I must have passed the course because I did not break the machine or lose my "memory".

I was jubilant the day I sent off the seven copies and diskette to the editors—and my family appreciated the use of the dining room table again. I was just as jubilant the day I received the letter telling me that my efforts had paid off and the article (Joslin, 1993) had been accepted. That meant, however, another session at the computer to correct the misspellings that got by the spellchecker and the awkward sentence structuring. I even tried to be more accurate with the required 76 characters per line, but had to give that up in frustration.

The next step was to decide on the actual format of the presentation. This should have been easy as the content was all laid out in the article. However, I thought it would be a waste of time for conference attendees to sit through something they could read at their leisure later. So, I decided to begin with a basic geography lesson in German to demonstrate methodology, explain the three main themes of the unit, and then spend more time on the visual materials and variations to the unit that we had developed in other classes independently. I hoped they would read the article and remember the visual activities.

Hand-outs were my next concern. (A presentation is not a presentation without something tangible to take home!) Presenting at Central States has an advantage in this area as it gives a $20.00 stipend to cover hand-out duplication costs. However, the rooms are large and many hand-outs are needed in anticipation of a full audience. I decided that the hand-out information would be a representation of ideas that were mentioned, but which could not be fully developed nor illustrated in the article.

I ended up using three pages both front and back with a fourth one-sided sheet. The hand-out included a world map, a map of Antarctica, a graphic assessment of continent recognition, a page of drawings of animals representative of all the continents, a pattern of an animal to make in the classroom, and two information sheets–one on animals and one on Antarctica. The last page was another world map. I hoped to have the attendees draw on one of the world maps to demonstrate vocabulary assessment. They would still have the second unmarked map to take home. It is a personal quirk of mine to have to choose whether to make notes on hand-outs or keep them for potential use in the classroom. Having two maps would circumvent that dilemma.

I also made 20 sets of 3-inch, die-cut continents from laminated construction paper. These were rewards for the first 20 people for getting up early. (We presented at 8:00 a.m.!) I also planned on using these visuals to demonstrate the ways they were used to teach colors and size. As it turned out, we had just enought to give each attendee a set of continents.

About a week before the conference, Heather found that she would be able to attend. We decided to divide the information that we would present according to the way we had presented it in February 1991. It was a relief to know that I would not be presenting alone. If my mental capacities left me stuttering, Heather could pick up the reins and vice versa. It was then a very nice surprise when about 10 minutes before the session was to begin, Marilyn arrived. She had not been able to contact me as I had been busy with other conference responsibilities. So we quickly adjusted to allow her the segment on the Antarctica theme with which she had done some wonderful stories and activities.

The presentation represented a lot of prior preparation and experimentation; we were condensing a 3-week course into a palatable 50 minutes of information. We found that our major problem was lack of presentation time. We began as we had done before. I introduced the unit and gave a demonstration of one of the geographic lessons. I explained the lessons with the die-cut continents and the hand-outs. I did not have time to lead a demonstration of the map work but was able to explain it. Heather then explained the animal segment with some variations she had developed, including a bear story. Marilyn then finished with an explanation of the importance of the Antarctic region. She tied the entire unit together with a variation of the Chicken Little story, only instead of the sky falling, the ozone had a hole in it. The villian was not the fox, but a personification of "pollution". As with our first presentation we all had much more to share and demonstrate than we had time. We had overhead maps and slides we were not able to use because we ran out of

(Continued on page 5)

Conference Presentation *from page 4*

time. It was good to know that we could have kept going for another half-hour or more rather than not having enough materials.

Although I have reported this rather matter-of-factly, I would not want you to think that I was never filled with apprehension and self-doubt about presenting information to my peers. Remembering my first presentation, I can vividly reinact the blood draining from my face, my palms sweating, my heart pounding, my voice cracking, and my eyes not focusing on my notes. And that was the positive part of the experience. Somehow though, with much encouragement, and the realization that growth requires risk taking and experimenting, I have seen the fear and trembling of being "on stage" metamorphose into a conversation with friends.

Since my very first presentation, when I explained how to make puppets out of lunch sacks at an ISU FLES Make-and-Take Workshop, I have presented several times by myself and as part of a team at several conferences. I would encourage you to consider sharing your expertise at the next Iowa Foreign Language Association conference to be held in Cedar Rapids this October. Next year the conferences for Advocates for Language Learning and for Central States, will both be held nearby in Kansas City, Missouri. The Second Language Acquisition for Children (SLAC) conference will be in Tulsa, Oklahoma. Check into the possibility of presenting at one of these conferences. I can guarantee that it will be an experience you can survive . . . and enjoy!

References

Joslin, C. (1993). All around the world: A global unit for upper elementary students. In W. Hatfield (Ed.) *Visions and reality in foreign language teaching: Where we are, where we are going* (pp. 95-104). Lincolnwood, IL: National Textbook.

Joslin, C., Baugher, T., & Rosenbusch, M. (1989). *Global education units for the elementary school: Federal Republic of Germany.* Ames, IA: Iowa State University.

Have the Whole World on Your Playground

Imagine a world map on your school playground! A stencil kit is now available that will allow you to paint the map on the playground. The map is big (35' x 70') so students can move about and explore geographical relationships. The map is also accurate and includes the entire world in true relative size and shape. Curriculum materials are also available to integrate geography and global issues into all subject areas. Parents and teachers can paint the map with the assistance of students. The instructions for painting the map are simple and no special skills are needed. Paint and supplies cost as little as $50 or less if there are donations from businesses and parents. The stencil kit costs $425 (including shipping). Curriculum materials and staff training for 10 teachers costs $425, plus travel from Philadelphia. Additional materials, including wall map, Fuller fold-up globe, and Teacher Resource Guide (lessons for K-8) are $30 per set. For more information contact: **World Game Institute, 3215 Race St., Philadelphia, PA 19104 (215-387-0220).**

The Food Chain

The animals introduced by continent were categorized as carnivores, herbivores and omnivores by deciding if the animal ate meat, plants, or both plants and animals. The food web was illustrated with the tiny sea animal, the krill, that is eaten by small fish, which are in turn eaten by larger fish, which are then eaten by penguins, which are eaten by sea lions, which make a tasty snack for killer whales. Several other food webs were also discussed, such as how grass is eaten by cows, which are eaten by humans, but that many other animals eat the grass too.

If animals are dependent on other animals for food, the question was posed: What would happen if the basic food source were altered in some way? To graphically demonstrate the potential dangers to krill, a packet of krill or brine shrimp eggs was purchased. The eggs were mixed in a brine solution and allowed to incubate. The eggs hatch in about 24-48 hours and the students were amazed at how tiny the brine shrimp were. Since krill is also a main source of food for whales, the students were asked to estimate how many krill an average whale would have to eat in one day to stay alive. It was a good exercise in exploring the larger numbers!

To illustrate what happens to krill when its habitat is altered, the large number of hatched krill was observed. Then several drops of motor oil were placed in the krill jar. At the end of the class hour, the number of live krill were seen to have decreased. The next day several more drops of motor oil were put into the jar, and by the end of the hour there were no visible living krill. The students were then asked to hypothesize what the reduction of the number of krill would mean to the fishing industry and the whale population. Some students felt that they would not be directly affected because Iowa is not dependent on the fishing industry. One student mentioned, however, that if there was not enough fish, people who were dependent on fish for food would either die or try to take over other food sources on which Iowa's economy is based.

Chris Joslin

FLES Reviews. . .

Reviews of literature and materials of interest to FLES teachers are included in each issue. Although the reviews have been divided into French, German, and Spanish, you may find materials of interest to all FLES teachers in each section as well as language specific material. If you are acquainted with FLES materials, books, or articles that would be of interest to other FLES teachers, please send information about them to the appropriate reviewer.

FRENCH:	Cathy Stone, Box 247 Ogden, IA 50212
GERMAN:	Chris Joslin, 2612 38th St. Des Moines, IA 50310
SPANISH:	Leslie Schrier, 814 Independence Pella, IA 50219

FRENCH

Le Français par les Mots Croisés. (French with crosswords). Recanati, Italie: ELI European Language Institute. Available from Adler's Foreign Books, Inc., 915 Foster Street, Evanston, IL 60201; FAX: 800-433-9229. The cost of each book is $9.95.

Le Français par les Mots Croisés is a very useful puzzle book for beginning language students. The book is beautifully illustrated with four-color pictures. A team of language teachers has chosen 14 topics for the puzzles that include farm animals, house, sports, fruits and vegetables, nature, stores, etc. For each of the topics there are 20 colorful pictures followed by five pages of clear black-and-white pictures and letter grids.

On each of the first two pages of crossword puzzles there are ten numbered illustrations on which the student inserts the words into the correct squares. On pages three and four, some of the words from the first two pages are used again on additional illustrations. Thus, students learn basic vocabulary through repetitive puzzles that are very attractive and fun.

Now, a second book has been published due to the popularity of the first. *Le Français par les Mots Croisés* (Vol. 2). This book contains the same high quality color and black-and-white pictures of daily life. The illustrations and crosswords include parts of the body, sea animals, names of flowers, tools, instruments, occupations, etc. This second book uses the same format as the first book.

German

Szecey, E. (1993). *German is Fun, Book 1.* New York, NY: American Scholastic School Publications. Available from AMSCO School Publications, Inc., 315 Hudson St., New York, NY 10013.

German is Fun is a book for beginning language learners in the junior high/middle school. The format is similar to a workbook with exercises and vocabulary-building illustrations. A 17-page dictionary follows the main book, which ends with grammatical and topical indices. The 434-page book is divided by topics into six sections–each with four lessons. Each lesson contains simple, unambiguous pictures, a short story, and a variety of exercises about the story and the vocabulary. These exercises include sentence completion, grammar changes, and true/false statements. A dialogue in cartoon format and written exercises for comprehension and creative language use follow. Each lesson ends with a *Kultureck*—a page of cultural information about the topic. These include conversion of Fahrenheit to Celcius, and conversion of American weights, measures, and clothing sizes to metric and European sizes. Cultural information specific to German-speaking countries, such as German holidays and schools, is also included. This book would work well with upper elementary students who are ready for written language study. The illustrated vocabulary could be used for younger students but the grammar lessons would be too advanced. The cultural information would be of interest at almost any grade level. The book is supplemented by cassette tapes which would be very useful in any classroom.

Spanish

Tortillitas para mamá, and other nursery rhymes (Spanish and English). (1981). Selected and translated by M. C. Griego, B. L. Bucks, S. S. Gilbert, & H. Kimball. Illustrated by B. Cooney. New York, NY: Henry Holt and Company.

Tortillitas Para Mamá, and Other Nursery Rhymes is a beautifully illustrated book of twelve Mexican nursery rhymes. These verses are very exciting because they easily lend themselves to TPR activities. For example, the rhyme, *Los Pollitos:*

Los pollitos dicen "pío, pío pío".
Cuando tienen hambre, (Toque el estómago.)
Cuando tienen frío. (Haga ademán de tener frío.)
La gallina busca el maíz y el trigo.
Les da la comida, (Toque la boca.)
Y les presta abrigo. (Póngalos debajo de los brazos para protegerlos.)
Acurrucaditos bajo las dos alas,
Hasta el otro día
Duermen los pollitos. (Haga ademán de dormir.)

Every rhyme in this volume can be illustrated physically in a manner suggested by the above example. I recommend that Spanish FLES teachers select this book for stimulating change-of-pace activities.

Linda Wilson Receives Award as Elementary School Educator

Linda Wilson received the Iowa Foreign Language Association's Outstanding Educator of the Year award for the Elementary School Level at the recent Central States Conference. Linda is a dedicated teacher whose enthusiasm and warmth have made her a leader among Iowa teachers. In the classroom she demonstrates a charm and creative approach that captures the enthusiasm and imagination of her students and the admiration of her peers.

Linda has taught foreign language at the elementary school level in Iowa since 1980—much longer than most Iowa teachers. She clearly has been a very effective advocate for early language learning for she has achieved strong support for her program from her school administrators and parents.

When she established the elementary foreign language program at Winfield-Mt.Union where she currently teaches, Linda developed a plan for gradually articulating the elementary and secondary programs. By the fall of 1991, that plan was in place. Because of her vision and commitment, Winfield-Mt. Union has one of the few fully articulated K-12 foreign language programs in the state.

Linda has shared her expertise with many fellow teachers through staff development presentations in her own school, in IFLA and FLES conference presentations, and through invited workshops and courses offered through Area Education Agencies.

Linda received the Iowa Foreign Language Association's designation as the "Best of Iowa" for the fall 1991 IFLA Conference. She represented IFLA at the Central States Conference (CSC) in Dearborn (MI) in 1992 where she again presented her excellent conference session. This year at the CSC conference she offered a session on "Beginning Lesson in American Sign" at the request of those who attended her previous presentation and who want to learn more about incorporating sign language into the teaching of a foreign language.

Linda has published two articles in the *Iowa FLES Newsletter*. One decribes the approach she developed in her classroom for using Total Physical Response with a child of limited physical mobility (TPR works with special needs students. Vol. 5[2], p. 3, Fall, 1989). The other article describes her pioneering effort in the combination of American Sign language and the teaching of Spanish (Sign language enhances foreign language acquisition. Vol. 8[1], pp. 1, 3, Spring, 1992).

Linda gives willingly of her knowledge and skills in many ways. She has worked each of the past three summers in Muscatine providing tutoring to Spanish-speaking migrant children. For the recent Central States Conference in Des Moines, she was a volunteer for both the registration committee and for the audiovisual committee.

Certainly, Linda Wilson exemplifies the very best in our field. Congratulations to her!

Iowa FLES Newsletter

Subscription Form for Volume 9 (1993-Spring, Fall, and 1994-Winter)
Please share this form with a colleague.

Please send me a one-year subscription to the *Iowa FLES Newsletter*. I am enclosing my check for $6.00. Make checks payable to: *Iowa FLES Newsletter*. (Outside-of-Iowa rate, which includes first class mailing, is $7.50)

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Mail check (no purchase orders accepted) and this order form to: Marcia Rosenbusch, Editor, *Iowa FLES Newsletter*, 300 Pearson Hall, Iowa State University, Ames, IA 50011.

Have You Tried *Skipping Stones?*

Elementary school foreign language teachers who include a multicultural/global focus in their curriculum will want to know about the magazine *Skipping Stones*. This non-profit children's magazine encourages cooperation, creativity, and celebration of cultural and linguistic diversity. The editors clarify the purpose of the magazine in the following way: "We wish to explore and learn stewardship of the ecological web that sustains us. We offer ourselves as a form for communication among children from different lands and backgrounds."

Highlights from past issues (noted with volume number and issue) include: Women of Many Ages and Places (4.1), Rama Indian Calendar from Nicaragua (1.1), Traditional Arts and Crafts from East Africa (2.3), the Lands and People of the Soviet Republics (3.4), and Indigenous Societies: Rainforests (4.4). Regular features include: Creative Activities, Riddles, Pen Pals Wanted, Noteworthy N.E.W.S., Taking Action, Cultural Collage, and Book Shelf.

Subscriptions for the quarterly magazine are $15 for individuals and $20 for institutions. Back issues may be ordered for $5.00. Make checks payable to *Skipping Stones*, P.O. Box 3030, Eugene, OR 97403-0939 (503-342-4956).

The *Iowa FLES*[†]*Newsletter* is a newsletter for teachers of foreign language in the elementary school. The newsletter is published three times a year (spring, fall, and winter). Readers are encouraged to submit information for publication. Deadlines are: spring issue—Feb. 1; fall issue—July 1; winter issue—Nov. 1. The *Iowa FLES Newsletter* is available on a subscription basis: $6.00 in-state and $7.50 out-of-state (out-of-state includes first class mailing).

[†] Foreign Language in the Elementary School.

Marcia H. Rosenbusch, Editor
Iowa FLES Newsletter
Department of Foreign Languages
and Literatures
300 Pearson Hall
Iowa State University
Ames, Iowa 50011

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Volume 9 Number 2 Fall 1993

Results of the Iowa K-8 Foreign Language Survey

A survey of elementary and junior high/middle school foreign language programs in Iowa was administered in 1991 by the Iowa Department of Education (DE). Since data on programs at the elementary and junior high/middle school levels are not routinely collected by the DE, the results of this survey provide important insight into the nature of programs at these levels of study. Two earlier surveys of Iowa elementary school programs, in 1985 and 1988, make possible a comparison of trends over a six-year period at the elementary school level. Because there are no previous data on junior high/middle school programs, the 1991 survey provides Iowans their first look at foreign language programs at this level.

Elementary School

Number and Type of Programs. The number of elementary school foreign language programs (K-6) in Iowa has nearly quadrupled in six years—from 19 programs in 1985 to 72 programs in 1991 (see Table 1).. Clearly interest in elementary school foreign language programs in Iowa grew dramatically during this six-year period. This growth is also reflected in the total number of students. In 1991, there were 11,601 elementary school students studying a foreign language. That is more than five times the number of students who were studying a language in 1985—2,300 (Table 1).

A change in the predominant type of elementary school foreign language program is evident through the six-year period. In 1985, extracurricular programs, which are held outside of the regular school day, were most common (58%).Three years later in 1988, only 29% of the programs were extracurricular, and in 1991, only 13% of the programs (Table 1).

Clearly, in Iowa there has been a trend toward curricular programs. Curricular programs are held during the school day and are most typically open to all students at the grade level at which the program is offered. Indeed, only one of the Iowa K-6 curricular programs was reported not to be open to all students. Curricular programs reflect the national emphasis in the foreign language field on inclusiveness. No longer is foreign language study just for the gifted or the college bound;

(Continued on page 4)

Table 1. Comparison of Iowa K-6 Foreign Language Programs: 1985-1991

	Number of Programs*	Type of Program: Curricular	Extra-Curricular	Both	Number of K-6 Students
1991	72	62	9	1	11,601
		86%	13%	1%	
1988	45	39	13	2	7,693
		66%	29%	5%	
1985	19	6	11	2	2,300
		32%	58%	10%	

*Number of Programs: Total number of Iowa school districts or agencies that offer elementary school foreign languages K-6.

The Editor Writes . . .

The foreign language profession at the national level is in a historic moment of change. National standards for K-12 foreign language education are being developed. The teaching of critical languages is expanding. Telecommunications and distance learning are in the spotlight. New program models, curricular themes, and strategies are being explored.

The results of the Iowa survey, included in this issue, allow us to look back at what our programs were like in 1991. Questions we, as foreign language professionals, should now address are: What will Iowa's programs be like in ten years? Are we keeping pace with, leading, or falling behind the rest of the nation in foreign language education? Are we developing solid plans for the future in Iowa?

Certainly, in-depth discussion is needed at the local and state levels. Please seek opportunities to join in this dialogue and make your ideas known as the future of Iowa foreign language education is determined.

Attend Kansas City ALL Conference

Iowa FLES teachers will not want to miss the tenth annual conference of Advocates for Language Learning (ALL) to be held nearby in Kansas City, Missouri on October 21-24, 1993, at the Hilton Plaza Inn.

This year's theme, "Learn a Language, Unlock the World," highlights language programs as the key to tomorrow's world, a world where understanding and communication among Americans and others must be foremost. The keynote speaker at the Saturday luncheon will be Mme. Shulamith Katznelson, both 1992 and 1993 nominee for the Nobel Peace Prize. Mme. Katznelson believes that the ability to communicate and thus know another's language and culture brings peace. Her institute, the Ulpan Akiva, in Natanya, Israel, teaches Arabic to Israelis and Hebrew to Palestinians.

Sessions will be presented by ALL members from across the nation on topics related to French, German, Japanese, Spanish—and Indonesian language teaching. Sessions will focus on FLES and immersion and on building community support for a program. Iowa presenters at the conference are Jeanette Borich, Ankeny, *A Natural Approach to South America* and Marcia Rosenbusch, Ames, *The Global Issue of Water: A Unit for the Elementary School Classroom*. A presenter familiar to Iowa FLES teachers will be Lynn Haire, Ferndale, MI, who will present two sessions: *Oral Proficiency Assessment at the Elementary Level*, and *Classroom Management for FLES*. Among the many conference sessions of interest are: *Turning the Tables, Putting Content Up Front, Let's Learn Science in Spanish, Folkdancing for the FLES Teacher, Children's Games from Africa, Classroom Management for FLES, Starting an ALL Chapter, Big Books in the FLES Class: NEH Project on Chilean Culture,* and *Multisensory Session.*

Before the conference, participants can attend half-day workshops on FLES and immersion topics presented by invited speakers or visit the French, German, or Spanish immersion schools of Kansas City, MO. Kansas City's immersion program began in 1987 as a consequence of a federal court order mandating desegregation for the district of 35,000 students. The foreign language magnet schools are among over 20 different magnet themes from which children and parents choose.

For further information or registration information about this important conference, contact: **ALL '93 Registration, P. O. Box 32083, Kansas City, MO 64111**. If you would like to carpool to the conference from Iowa, contact Marcia Rosenbusch, 300 Pearson Hall, Iowa State University, Ames, IA 50011 (515-294-4046).

Present at SLAC 1994!

Session proposals are requested for the seventh annual conference on Second/Foreign Language Acquisition by Children to be held in Tulsa, Oklahoma on March 10-12, 1994. The theme for this conference will be, "Bringing the 21st Century to Our Children." Proposals may be for a one-hour conference session or a three-hour pre-conference workshop. Topics of interest include:

- Innovative techniques, methods, texts, and materials for teaching a foreign language program to children K-8.
- Problems and solutions in implementing, coordinating, and articulating foreign language programs for children from administrative viewpoints.
- Specific suggestions on how to prepare and implement all types of foreign language programs for children K-8.
- Successful existing foreign language programs for children, including evaluation procedures.
- Rationale for foreign language programs for children K-8.
- Current research into foreign language acquisition by children (up to and including preadolescents).

Although the deadline for session proposals is October 15, additional proposals are encouraged. Limit your proposal to two pages. Include your name, address, phone number (work and home), title of presentation, and a summary of the contents of the proposed presentation. Please double-space the text of the proposal. Send twelve copies of your proposal to **Rosemarie Benya, P. O. Box 2053, Ada, OK 74821 (405-332-8000).**

Instructional Television Offers Teachers Resources

Iowa Public Television's K-12 instructional television programs offer opportunities for Iowa foreign language teachers to expand their own knowledge of language and culture, glean new teaching ideas, and supplement their regular classroom curriculum by using segments selected from instructional programs. Please contact your school media specialist or your Area Education Agency for information on how to obtain copies of Iowa Public Television's instructional television programs and their accompanying teacher's guides and to check on the recording rights for each program. Or, you may contact **Jeannie Campbell, Coordinator, Elementary/Secondary, Educational Telecommunications, Iowa Public Television, P. O. Box 6450, Johnston, IA 50131 (515-242-3100).**

Listed below are some of the programs that may be of interest to Iowa foreign language teachers:

Alles Gute! is geared for the beginning German student. The programs emphasize everyday occurrences which are filmed in a variety of locales throughout Germany. A team of well-known language experts worked for six years on the realization of this project, which was supported by production funds of over eight million dollars. The series employs the latest teaching techniques and the instructional elements are integrated without being obtrusive. This program is designed for junior/senior high students. The series is shown on Thursdays at 2:30 p.m. It includes 26 programs of 30 minutes each.

Amigos exposes children in grades K-3 to basic Spanish vocabulary and Hispanic culture, and creates an interest in the geography of countries where Spanish is the primary language. This series is shown on Wednesdays at 9:30 a.m. Each segment of the 30 programs runs 15 minutes. Sample programs include: Nov. 10—La caperucita roja (Little Red Riding Hood) and Dec. 8—La escuela de Perro Pepe (Perro Pepe's School).

España Viva is a first-year Spanish course for junior/senior high students, which teaches vocabulary and structure in context through documentary sequences of Spaniards going about their daily lives. Each program lasts 25 minutes. The 15 programs are shown on Fridays at 2:30 p.m.

France-TV Magazine is compiled by the news department of the Antenne 2 television network in Paris from its 30-day archives of actual news broadcasts seen on French television. Each 60-minute program begins with major news stories from the past month, followed by short segments exploring contemporary France and Europe; from politics, the economy and international affairs; to literature, theater, film, and music The program structure consists of: Major News, Reports From the Countryside, The World of Youth, Commercials, Kaleidoscope (various items of interest), Social Issues, and a Music Video. Eight monthly programs will air this year. The next program will be Thursday, Nov. 11, at 1:30 p.m. Each program for junior/senior high lasts 60 minutes.

The Folk Book uses dance, drama, storytelling, puppets, animation, etc. to present folk tales from around the world to lower elementary school children. Each of the 15 programs of 20 minutes each is organized around a single theme and contains two or more stories representing different cultures. Story titles of interest to French teachers are: Mar. 29—10:10 a.m. *Learning to Be in East Africa. Arap Sang and the Cranes, Digging for Water, The Fire on the Mountain.*

Faces of Japan II, hosted by Dick Cavett, provides personal profiles reflecting Japan's unique blend of traditional and contemporary society through themes of geography, economy, art, drama, culture, sports, international relations/defense, and college education. The five programs of 15 minutes each are shown on Thursdays at 10:45 a.m. These programs are designed for junior/senior high students, but short segments may be of interest to all ages. Among the titles are: Bunraku Puppeteer, Sumo Wrestler, Frontier Fisherman, Woman Soldier, and Cram School.

Global Geography discusses issues of current concern in ten world regions by focusing on one country or specific area of that region. Upper elementary/junior high students are introduced to geographic problem-solving skills through the use of charts, graphs, tables, and maps. This series of ten programs, 15 minutes each is shown on Thursdays at 10:45 a.m. Of interest to Spanish teachers is: Dec. 16—Central & South America: Brazil. Issue: Migration Between Places. A family explains why they left their rural home for the city.

Results from Iowa *Continued from page 1*

nor is it only for those who can afford an extracurricular program, or who can arrange transportation to it before or after school.

There has been a steady trend since 1985 to teach foreign language more frequently in upper elementary grades (4-6) than in lower elementary grades (K-3). Consistently, since 1985, kindergarten is the grade level at which a foreign language is least likely to be taught. No doubt the fact that the half-day kindergarten predominates in Iowa is a factor in this statistic. In rank order of least likely to be taught following kindergarten are first grade, then second grade. The grade level at which the language is most likely to be taught has not varied significantly each year: 1985–Grade 4; 1988–Grade 5; and 1991–Grade 4 (see Table 2).

Table 2. Iowa K-6 Foreign Language Programs 1985-1991: Rank Order* by Grade Level

	Grade Level						
Year	K	1	2	3	4	5	6
1991	6	5	4	3	1	2	3
1988	7	6	5	3	2	1	4
1985	5	4	3	2	1	3	3

*Rank Order 1 - most commonly taught; 7 = least commonly taught.

Language Choice. The trend in language choice is for more programs to teach Spanish and dramatically fewer programs to teach French and German (see Table 3). The diversity of languages taught decreased over the six-year period as did the number of programs teaching less-commonly taught languages. This trend is contrary to the emphasis at the national level. Considerable federal grant funds have been available in recent years for the less-commonly-taught languages. Iowa school districts need to examine the benefits of adding the less-commonly-taught languages to their offerings.

Table 3. Comparison* of Languages Taught in Iowa K-6 Foreign Language Programs 1985-1991

	Year		
Language	1985	1988	1991
Chinese	--	3%	--
French	58%	45%	26%
German	32%	26%	17%
Italian	--	5%	--
Japanese	--	5%	4%
Russian	--	11%	1%
Serbo-Croatian	--	3%	--
Spanish	79%	82%	81%

*By percent of extracurricular and curricular programs offering the language. (Since many programs teach more than one language, totals are not 100%.)

Impact of Grant Program. The impact of the elementary school foreign language program implementation grants awarded annually by the Iowa Department of Education from 1985-1991 can be examined using the data from this survey. The total dollars awarded for implementation grants over this six-year period was $447,157. A full 53% of those funds, $238,382, was awarded to programs that continued to provide instruction into 1991. These data suggest that the process for program selection for the grant program was well-conceived and that the money was well-invested, resulting in elementary school foreign language programs that continued beyond the year of grant funding.

Clearly, the number of programs in existence in 1991 was due in part to the availability of implementation grants. In fact, 38% of the 1991 programs had received DE implementation grant funding at some time between 1985-1990. This statistic provides further evidence that the grant dollars spent on implementation of programs have been effective in encouraging the establishment of elementary school foreign language programs.

It is indeed unfortunate that grant funding has not been available for elementary school foreign language programs, except for the less-commonly-taught languages, since 1991. It would be wise for Iowa school district administrators, school boards, parents, and foreign language teachers to thank the legislature for its past support and encourage it to renew its commitment to providing foreign language education continuously "from kindergarten through college and beyond" as proposed in the 1983 Governor's Commission on Foreign Languages and International Studies.

Junior High/Middle School

Since previous statistics on Iowa junior high/middle school foreign language programs have not been collected, the results of the 1991 survey not only inform us of the situation in 1991, but will serve as a baseline for future comparisons.

Numbers and Types of Programs. The data indicate a dramatic increase in the number of students studying a foreign language in sixth grade (4,419) as compared with the number studying in seventh grade (12,258). Clearly, foreign language is still much more common in junior high/middle school than in the elementary school.

The total number of students studying a foreign language in eighth grade (11,905) was slightly lower than that in seventh grade (12,259). More school districts, however, offered foreign language in eighth grade (111) than in seventh (72). These figures are puzzling, but may indicate that foreign language study is a requirement in seventh grade and an elective in eighth in many schools.

Only five school districts (7%) in seventh grade, and three school districts (3%) in eighth grade offered extracurricular programs. All other programs at these levels were curricular. Extracurricular programs were much less common in junior high/middle school than in elementary school (13%).

Table 4. Number and Percentage of Total Students by Language in Iowa K-8 Foreign Language Programs—1991

Language:		
Dutch	65	0%
French	12,673	29%
German	6,208	14%
Japanese	1,009	2%
Russian	171	0%
Spanish	24,152	55%
Total	44,278	100%

Language Choice. The rank order of languages studied paralleled that of the elementary schools (see Table 4). Spanish was the language most studied (55%), followed by French (29%), German (14%), and Japanese (2%) or Russian (0%).

The total number of students in seventh and eighth grades studying each of the languages, and the percentage of students studying that language by grade level, is found in Table 5. The number of students studying Spanish increased from seventh grade (53%) to eighth grade (62%), but decreased for French, from seventh grade (35%) to eighth grade (24%); and for German, from seventh grade (12%) to eighth grade (10%). Fewer languages were studied in seventh grade than in eighth. The only less-commonly-taught language in seventh grade was Russian, and the percentage of students studying it was insignificant (0%). In eighth grade both Japanese (3%) and Russian (1%) were taught. These trends may again indicate the differences between required and elective courses.

Table 5. Number and Percentage of Total Students by Language In Grades 7-8 Foreign Language Programs—1991

Language:	Number of Students		Number of Students	
French	4,271	(35%)	2,823	(24%)
German	1,530	(12%)	1,177	(10%)
Japanese	--		362	(3%)
Russian	7	(0%)	140	(1%)
Spanish	6,451	(53%)	7,403	(62%)
Total	12,259		11,905	

Articulation Between Levels

At the elementary school level, the fact that there were fewer programs in sixth grade than in fifth or fourth grades is troublesome, since this would indicate that students are receiving isolated foreign language learning experiences that are not articulated from level to level. Indeed, in response to a question on articulation between elementary school and junior high/middle school, only 26% of the programs reported that students could enroll in a class in junior high/middle school where the course content and objectives were designed specifically to meet their prior level. Unfortunately, articulation between junior high/middle school and high school was only slightly better. Thirty percent of the respondents noted that when students who had studied a foreign language in junior high/middle school reached high school they could enroll in a class where the course content and objectives were designed specifically to meet their prior level.

Beginning language study early to develop higher levels of proficiency through long articulated sequences of instruction has been an important theme in the field at the national level during the 1990s. Some foreign language educators even argue that starting foreign language study early is meaningless if the early start does not lead to higher levels of fluency. Clearly, Iowa's programs need to improve in providing articulated sequences for their students. Improving articulation is not an easy task, but the Iowa foreign language profession will need to work together to find creative solutions to this difficult challenge.

The 1991 survey was administered by Paul Hoekstra, Foreign Language Consultant, Iowa Department of Education, with the collaboration of Marcia Rosenbusch, Department of Foreign Languages and Literatures, Iowa State University. This article was prepared by Rosenbusch and Hoekstra.

FLES Reviews. . .

Reviews of literature and materials of interest to FLES teachers are included in each issue. Although the reviews have been divided into French, German, and Spanish, you may find materials of interest to all FLES teachers in each section as well as language specific material. If you are acquainted with FLES materials, books, or articles that would be of interest to other FLES teachers, please send information about them to the appropriate reviewer.

FRENCH: Cathy Stone, Box 247
Ogen, IA 50212
GERMAN: Chris Joslin, 2612 38th St.
Des Moines, IA 50310
SPANISH: Leslie Schrier, 814 Independence
Pella, IA 50219

FRENCH

Muller, R., & Duranceau, S. (1954). *Friponi, fripono, fodge.* (M.A. Clement, Trans.). Ontario: Scholastic Canada. Available from The Childrens' French Store, 1486 Danforth Ave., Toronto, Ontario M4J 1 N4 (416-465-3015).

Hickory, dickory, dock is *Friponi, fripono, fodge.* The catchy rhymes in this delightful book are French translations of English poems. The authors have used the fun combination of sounds and words to intrigue an elementary level student. The book contains a rhyming verse for each of the twelve hours on the clock. The book even has an animated image of a clock that advances every hour as one turns the pages, giving the illusion that the clock is advancing as each hour advances. The beautiful illustrations involve various time pieces. Clocks are everywhere—from the chairs, to the clockmotif wallpaper, to the reprint of Salvador Dali's *The Persistence of Memory.* With all these clocks, one could have students search for and find the different clocks. Several animals are also in the book enabling teachers to use the book both in units on animal and time. This book is an excellent compliment to the elementary school foreign language library.

German

Iowa Foreign Language T-shirts. Available from Sample the Best of Iowa, 51 Jerry Trail, Waukee, IA 50263. $13.00 plus $3.00 for shipping and handling.

I purchased an interesting T-shirt at the Iowa State Fair this year. It is a rather standard, white 50% cotton, 50% polyester made-in-America, T-shirt. But what caught my eye was the unusual seven-color silkscreen design on the front of it. Along the top and bottom of a large black, rectangular outline are symbols of the State of Iowa. Quickly, can you guess four of them? If you anwered, "the wild rose, the goldfinch, the state flag, and a red barn and silo in a field," score one point each. If you answered, "a geode (state rock), the oak (state tree) or the ark (state boat for 1993)", deduct one point each. These symbols are not there but perhaps could be added later. The T-shirt also has a black silhouette map of Iowa and one of the U.S. with Iowa in white to show its location in the lower 48 states. (By now you are wondering what this could possibly have to do with foreign languages, but if you have read this far, persevere the connection is coming.)

On one side of the rectangle (rightside if you are wearing the shirt, and left, if you are not) is a list of facts about Iowa including population, capital city, largest city (score two points if you knew that they were one and the same) climate (may be not particularily accurate for 1993, but Iowa usually has HOT summers), symbols (the oak is included here), state nickname, and information on statehood. It also has a little promo on Iowa being the birthplace of Herbert Hoover and that Iowa is famous for its fertile soil (when not under water) and is a "world leader in corn, soybean, and livestock production." Then, (yes, here it is finally!) on the opposite side of the rectangle is the same information in German! "Deutsches Ausgabe, Wissenwertes über Iowa." This T-shirt is also available in French, Spanish, and Russian.

The shirts could be used as conversation starters, prizes, awards, gifts to foreign exchange students, or gifts to host families aborad. Perhaps your students could design shirts using information about a country where the target language is spoken. It would be interesting to discover the birds, flowers, and trees symbolic of different countries (if they even have them), besides the population, climate, history, economics, and agriculture.

Spanish

Mealer, Tamara M. (1993). *My World in Spanish: Coloring Book & Picture Dictionary.* Lincolnwood, IL: National Textbook Company.

Researchers have been advising the practitioner for years that the best way to help children learn a language is to involve them physically in the learning process. Entertaining, hands-on activities engage children's enthusiasm and encourage greater retention of learning. *My World in Spanish: Coloring Book & Picture Dictionary* is a book that has been created for today's young learner of Spanish with those research findings in mind. It can be used as an ancillary source book for the Spanish FLES teacher or it can be suggested as a reinforcement source to parents who are looking for ways to help their child retain what has been presented in class.

The coloring pages in *My World in Spanish: Coloring Book & Picture Dictionary* spark children's interest and involve them in hands-on activities. As they color, children will notice that some people or items in the pictures are numbered. They can look up the names of these people and items in Spanish and English on the page opposite the picture. A pronunciation guide follows each Spanish word to promote sound/symbol association. When all the pictures have been colored, *My World in Spanish* becomes a delightful picture dictionary that the young learners helped create themselves.

(Continued on page 9)

A Global Vision for America

The following statement was developed by the Policy Committee of the Joint National Committee for Languages (JNCL) in cooperation with the House/Senate International Education Study Group and, distributed to every member of Congress and the new administration, and to education associations such as Association for Supervision and Curriculum Development (ASCD), National Education Association (NEA), American Federation of Teachers (AFT), National Association of Secondary School Principals (NASSP), National Association of Elementary School Principles (NAESP), among others.

Among the problems that confront our nation, one of the greatest and most insidious dangers is the quiet crisis of global incompetence-the failure to understand, communicate, and function effectively in an international environment. The problem is real, immediate, and of increasing gravity with each passing year. It threatens our economy, our security, and the very quality of our lives.

To address this quiet crisis, it is imperative that we begin now to establish and accomplish future goals for our students, citizens, and nation:

- Include the mastery of a second language with particular emphasis on communication in the language as one of our national education goals.
- Make available to every U.S. student beginning in kindergarten and continuing throughout pre-collegiate and higher education, the study of language, culture, and literature of at least one other country or region.
- Recognize the multicultural nature of our society and enhance the use of linguistic and cultural resources within our borders.
- Incorporate international knowledge and language usage into the degree programs of institutions of higher education, professional programs, and technical schools.
- Link teacher preparation and performance to a clearly defined set of professional standards that include a demonstrated awareness of international and multicultural concerns.
- Enhance the language competence and knowledge of teachers, at all levels, through increased opportunities to study abroad and at special summer foreign language institutes.
- Make language and cultural study available to students and professionals in fields where accurate communication is of special concern, such as law enforcement, social services, and health care.
- Identify the need for and develop expertise in translation, interpretation, and other international skills that support national interests.
- Assist the private sector in developing the language skills, cultural awareness, and international expertise necessary to become competitive in an international environment.

Attend the National Symposium on Critical Languages Education

The University of Iowa will host a symposium entitled, "The Iowa Critical Languages Program and a National Perspective," in Iowa City on October 22-23, 1993. The symposium is open to all who are interested in promoting the study of less-commonly-taught languages in the pre-collegiate environment and those who are preparing teachers of these languages. The symposium is cosponsored by the Ford Foundation and The University of Iowa.

The first day of the symposium will present the Iowa Critical Languages Program model from the perspective of University of Iowa faculty, teacher education program participants, and public school administrators. The second day will provide a national perspective on issues of importance to critical languages education presented by nationally recognized educators.

All sessions will be conducted at The University of Iowa's Memorial Union in the Terrace Room. Travel expense assistance may be available upon request. For information, contact: **Donna Grundstad, Coordinator, Iowa Critical Languages Program, N450 Lindquist Center, The University of Iowa, Iowa City, IA 52242 (319-335-6434), FAX: (319-335-5386).**

Help Shape the National Foreign Language Standards

National standards or goals are a current topic of great importance in the field of education. The purpose of standards is to determine the indicators used to measure the national education goals and to report progress toward their achievement. In the field of foreign languages, a collaborative project to develop K-12 the Teaching of Foreign Languages, the American Association of Teachers of French, the American Association of Teachers of German, and the American Association of Teachers of Spanish and Portuguese. The project is funded by the Department of Education and the National Endowment for the Humanities. The outcomes of the Standards Project will have a significant effect on students' opportunities to experience second languages during their education career.

The K-12 Standards Task Force, chaired by Christy Brown, Glastonbury (CT) Public Schools, recognizes that the involvement of the foreign language community and broader public is critical to the success of the standards setting process. During its first meeting (June 12-13, 1993), the members of the Student Standards K-12 Task Force discussed many of these issues and determined that there was a need to solicit opinions and reactions to gauge areas of consensus and areas of difference. The Task Force is committed to developing standards that are visionary without being unrealistic.

Colleagues are invited to participate by sharing with the Task Force reaction and comment to two items: 1) the Statement of Underlying Principles for second-language learning, and 2) a questionnaire on standards in foreign language education. Please provide explanations, as appropriate and for the questionnaire, please indicate the question that each of your responses addresses. All comments should be sent to **Standards Project, ACTFL, 6 Executive Plaza, Yonkers, NY 10701.**

Draft Statement of Underlying Principles

Communication is a necessary and natural part of the human experience. The United States must educate students who are linguistically and culturally equipped to interact successfully, at home and abroad as citizens in the global community. This imperative envisions a future in which ALL students will develop and maintain proficiency in more than one language, modern or classical. Children who come to school to learn English should also have opportunities to develop further proficiencies in their first language.

Supporting this vision are three principles about language and culture, learners of language and culture, and language and culture education:

Competence in more than one language and culture enables people to communicate with people in other cultures in a variety of settings; look beyond their customary borders; participate more fully in the global community and marketplace; develop insight into their own language and culture; act with greater awareness of self, of other cultures, and their own relationship to those cultures; and gain direct access to additional bodies of knowledge.

All students are language and culture learners, and they can achieve success; acquire proficiency at varied rates; learn in a variety of ways and settings; benefit from the development and maintenance of proficiency in more than one language.

Language and culture education is part of the core curriculum, and it is student-centered, interactive, and success-oriented; focuses on communication and cultural understanding; develops and enhances basic communication skills and higher-order thinking skills; accommodates varied learning styles; is supportive of and integrated with the entire school experience; incorporates effective strategies, program models, assessment procedures, and technologies; and reflects evolving standards at the national, state, and local levels.

Standards Questionnaire

1. Should all students in the U.S. be required to learn at least one language other than their mother tongue? Why or why not? If yes, suggest some competencies that all children should attain regardless of the model in which they participate.
2. At shat school age should second language study ideally begin? What is the minimum sequence?
3. How should the standards address second language maintenance through grade twelve? How should the standards address first language maintenance of language other than English?
4. Should standards be developed by: grade level? clusters of grade levels (e.g., middle school)? stages of language development? other?
5. Given that the National Assessment of Educatio Progress (NAEP) intends to assess students primarily at grades 4, 8, and 12, should our assessments be developed to coincide with this model? Who or why not?
6. Significant work has been done by the profession on competency assessment of second language proficiencies. In addition to skills, what content areas should be addressed in the standards?
7. What other issues should the task force consider as it develops the framework for national standards?

FLES Reviews *Continued from page 9*

Each picture is also accompanied by questions designed to help children practice the words they are learning and encourages them to use the Spanish names of items in the pictures. These questions could be used as a guide for formulating more questions about the pictures and for starting conversations about the Spanish words presented in each one. The questions are perhaps one of the more outstanding features of this book because they are written to stretch the child's use of language-not just to reinforce rotely learned vocabulary. The section on *El correo* exemplifies this characteristic. After the learners color a detailed picture of a post office they are prompted to answer the following questions: *Where do you go to mail leters? What must you put on an envelope? Who delivers the mail? What is* el periódico?

Participate in AATSP K-8 Poster Contest

The National FLES* Committee of the American Association of Teachers of Spanish and Portuguese (AATSP) is pleased to announce its 1994 Poster Contest for elementary and middle school students of Spanish and Portuguese in grades kindergarten through eight. Students enrolled in both public and private schools are eligible. AATSP chapters will organize and publicize the contest, and submit the best poster in each of the three grade specified categories, to the National AATSP FLES* Poster Contest Committee, chaired by Alicia Almagro and Jane Graveen. The All Aboard The FLES* Express—Todos Abordo Del Expreso de FLES* may be represented in a variety of artistic approaches by students.

Entries must be no larger than 12x18 inches and should be drawn in crayon, pen and ink, or magic markers. They may include captions in English, Spanish, or Portuguese. Posters will be judged on their applicability to the theme, creativity, and uniqueness. The three grade categories for the competition are: K-3, 4-5, 6-8. Prizes will be awarded for the first place winner in each of the grade categories. Second and third place winners in each of the grade categories will receive AATSP National FLES* Committee certificates. Sponsoring teachers of students entering the contest must be current members of AATSP. Posters must be postmarked by April 15, 1994. Winners will be notified by June 1, 1994. For more information and an application form, contact **Alicia Almagro, Naubuc School, Griswold St., Glastonbury, CT 06033.**

Iowa FLES Newsletter

Subscription Form for Volume 9 (1993-Spring, Fall, and 1994-Winter)

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Mail check (no purchase orders accepted) and this order form to: Marcia Rosenbusch, Editor, *Iowa FLES Newsletter*, 300 Pearson Hall, Iowa State University, Ames, IA 50011.

New for 1994 from Educational Extension Systems

The 1994 World Calendar—For classes dealing with multiculturalism, global awareness, foreign language, ESL classes. A multicultural and multilingual instruction aid developed in six languages within one publication: English, French, German, Spanish, Japanese, and Arabic—includes the national, civic, and religious holidays of all major religions of over 120 nations. Each photo caption, day, month, and many holidays are in multiple languages plus ancillary material to help the teacher. A teacher's guide is also available.

The 1994 Ethnic Cultures of America Calendar—A very useful teaching aid for use in classroom discussion and other efforts in the field of Ethnic Diversity. The publication illustrates and identifies 106 different U.S. ethnic groups and shows them celebrating their ethnicity through cultural and religious holidays. The holidays of the 106 ethnic groups are included. The publication also contains information about where ethnic groups came from, what constitutes an ethnic group, what is the common culture of America, where new groups are coming from, as well as ethnic census data, and much more.

Each calendar costs $14.50 including postage and handling. Discounts for bulk orders are available.

The 1994 Cultural and Festival Days of the World Poster—A 22" by 35" poster produced in four colors contains a listing by month, by date, by name of holiday, and the country of the world in which it is being celebrated. It is excellent as a teaching aid for global awareness and multiculturalism as well as classroom and school bulletin boards. The poster contains a different theme each year. The theme for 1994 is "The World of Animals." Pictures showing animals from different countries are strategically placed throughout the poster. The poster cost is $9.95, which includes postage and a teacher's guide. Discounts are available for bulk orders.

Send order to Educational Extension Systems, P. O. Box 259 Dept. A, Clarks Summit, PA 18411 (800-447-8561).

The *Iowa FLES*[1] *Newsletter* is a newsletter for teachers of foreign language in the elementary school. The newsletter is published three times a year (spring, fall, and winter). Readers are encouraged to submit information for publication. Deadlines are: spring issue—Feb. 1; fall issue—July 1; winter issue—Nov. 1. The *Iowa FLES Newsletter* is available on a subscription basis: $6.00 in-state and $7.50 out-of-state (out-of-state includes first class mailing).

[1] Foreign Language in the Elementary School.

Marcia H. Rosenbusch, Editor
Iowa FLES Newsletter
Department of Foreign Languages
and Literatures
300 Pearson Hall
Iowa State University
Ames, Iowa 50011

[redacted]

IOWA**FLES**NEWSLETTER

A newsletter for teachers of Foreign Language in the Elementary School.

Volume 9 Number 3 Winter 1994

Antoineville—The French Village Learning Center

Toni Klingler
French Teacher
Dubuque, Iowa

Welcome to Antoineville! Your students will be delighted to "visit" this French village right in their own classroom. Not only do they visit the village—they actually construct it. In the process, their enthusiasm for learning is sparked, they expand their ability to communicate in French, and they enhance their understanding of French culture.

In the French village learning center, students participate in activities that teach vocabulary, grammar, and culture through the cooperative construction of the buildings and landscape typical of a French village. The activities require students to think creativity, work cooperatively, solve problems, and expand their speaking and listening skills in French.

This learning center is adaptable to kindergarten through sixth grade. Kindergartners can use a preconstructed village without actually doing the assembly work, which would be too challenging for their motor skills. First and second graders can make the smaller, less complicated buildings, while the older students assemble the larger ones. All students can share in the layout and the construction of a single village, making this project one that fosters cooperation across grade levels.

Construction of the Village

Using photographs as illustrations, introduce the French terms for five or six different stores or buildings that are found in a typical village. Assign, or have students chose, one of these buildings to construct as their contribution to the project. To construct the buildings, students use commercially-prepared models on work sheets (see La Communaute in References). Students color, cut out, reinforce with masking tape, and glue together the building illustrated on the work sheet. You may choose to have students work individually or in pairs for this construction process.

When the students have completed their buildings, they introduce them to the class by naming the building, describing the buildings' color/s and size, and describing what is sold there or what work is done there. After each type of building has been introduced, students introduce the remaining buildings by asking their classmates review questions: What is the name of this building? What is sold here? What color is this building? What is the size of this building?

With photographs or drawings, the teacher further introduces students to the French village by describing its size and landscape. Depending on the age of the students, the class may work together to plan the streets and grounds of their village. Taking turns, their ideas are transferred with a black permanent marker onto a two yard square of newsprint, fabric, or shower curtain. The layout of the village may then be colored in by the students with crayons.

(Continued on page 8)

The Editor Writes . . .

Through the spring of 1994 several excellent opportunities for professional growth are available to us instate or nearby. Take advantage of these and revitalize your teaching! Explore in depth the topic of authentic literature by attending the February Foreign Language Workshop at Iowa State University. Attend the Second Language Acquisition by Children Conference in Tulsa, Oklahoma in March. All sessions at this conference address the needs of young learners. Or attend the Central States Conference in Kansas City, Missouri in April. Many excellent sessions dealing with all aspects of foreign language education will be offered at this conference. This is a unique spring—you will not have to travel far to grow professionally!

February Foreign Language Workshop

The Iowa Humanities Board and the Iowa chapter of the American Association of Teachers of Spanish and Portuguese have provided funding for a 1994 February Foreign Language Workshop. The topic for the workshop is, Authentic Folktales and Poems in K-8 Foreign Language classes.

Mari Haas from the Institute for Urban and Minority Education, Teachers College, Columbia University, New York City, will be the workshop presenter. Haas is known nationwide for her innovative work in the use of authentic literature in K-8 classes (see related article by Haas on page 4). She served as the Director of Project SALTA (Spanish Through Authentic Literature and Traditional Art [of Puerto Rico and the Dominican Republic]). This project was funded by the National Endowment for the Humanities and the William H. Donner Foundation. She has recently received a second grant from the National Endowment for the Humanities, which is entitled, Project Pluma: Writing through Content in the 4th-12th Grade Spanish Class.

Participants in the 1994 February Foreign Language Workshop will learn how to select appropriate authentic texts for K-8 students, design classroom activities around texts, and use effective teaching strategies for teaching literature and culture. The literature examples will include poetry and folktales from Puerto Rico and Mexico, but the strategies for selection, activities planning, and teaching are appropriate to all languages.

The workshop will be held on Saturday, February 12, 1994, from 9-4:00 p.m. in the Gold Room of the Iowa State University Memorial Union. Registration information was sent out in early January to all foreign language teachers on the Iowa Department of Education's mailing list. There is no charge for the workshop or the handouts. Participants are responsible for their own transportation, meals, and lodging. The workshop is open to all practicing foreign language teachers K-12, university methods instructors, and undergraduate students pursuing certification in the teaching of foreign languages. Thirty participants will be accepted on a first-come first-serve basis.

To check on registration availability contact: **Marcia Rosenbusch, Workshop, Department of Foreign Languages and Literatures, 300 Pearson Hall, Iowa State University, Ames, IA 50011 (515-294-4046).**

Attend SLAC in Oklahoma

Plan now to attend the seventh annual conference on *Second/Foreign Language Acquisition by Children* to be held in Tulsa, Oklahoma on March 10-12, 1994. The theme for this conference will be, "Bringing the 21st Century to Our Children." Among the titles of workshop sessions and presentations that will be of particular interest to Iowa elementary and middle school foreign language teachers are the following:

- Integrating the Teaching of Culture in the K-8 Foreign Language Classroom.
- A Cooperative Effort Between Higher Education and Local Public Schools: One Participant's View.
- We've Got the "HOTS" for Foreign Languages: Strategies for Teaching Higher Order Thinking Skills.
- Put a Foreign Language Program in Your Elementary School or District.
- Assessing L2 Acquisition: Process and Product.
- The Whole Language Approach: New Ways for Kids to Learn.
- Finding Common Ground: The Content-Based Approach to Teaching Elementary Foreign Language.
- Total Physical Response (TPR): A Right Brain—Left Brain Approach to Second Language Acquisition.
- Language Immersion—Inside Out!
- The Contemporary Music Approach for Spanish & French.
- Computer Novices: Efficient Uses of Computers in Materials and Curriculum Development for Foreign Language.

For more information and registration contact Rosemarie Benya, P. O. Box 2053, Ada, OK 74821 (405-332-8000).

Kansas City Hosts Central States

The 1994 Central States Conference will be held in Kansas City, Missouri, at the Hyatt Regency-Crown Center on April 21-24. Featured at the conference will be 135 sessions, 9 full-day workshops and 19 half-day workshops as well as other professional sessions, panels, and meetings. The theme of the conference is Challenges for a New Era. The keynote speaker will be Dr. Fred Jones, educational consultant, whose address is entitled, "Positive Classroom Management: Where Discipline Meets Instruction." Many Iowans will be sharing their expertise with colleagues in conference sessions and workshops:

Conference Sessions:

Angie Roling, New Vienna—Latin American Cultural Showcase—Folkloric Dances, Music, and More!

Reuben Peterson, Iowa State University—Improve the Sentence!

Laurie Iudin-Nelson, Luther College—An Immersion Program Syllabus Model Brought to the Classroom

Jim Becker, University of Northern Iowa and Lyle Polly, Southwest Missouri State—Romancing the Mac: Let's Take a Closer Look!

Judith E. Liskin-Gasparro, Kathryn Henry, University of Iowa-Plateaus in Oral Proficiency Development: What Does It Take to Cross the Major Borders?

James P. Pusack, Erwin Tschirner, University of Iowa—From Input to Output: The Video

Paris Sangrene, Ankeny Community Schools—The Best of Iowa: Teach Cajun Music and Culture in the Classroom

Michael D. Oates, University of Northern Iowa—La Langue et la culture vont de pair

Carol Ann Pesola, Concordia College, MN and Marcia Rosenbusch, Iowa State University—National Network for Early Language Learning Networking Session

(Continued on page 3)

Alicia Van Bergen Receives Outstanding Educator Award

At the 1993 Awards Luncheon held at the October Iowa Foreign Language (IFLA) Conference in Cedar Rapids, Alicia Van Bergen of Gilbert School District was honored with the award of Outstanding Educator of the Year for the elementary school level.

Alicia has taught foreign language at Gilbert for the past fifteen years. She has been an effective advocate for foreign languages, building the Gilbert program from 15 high school students to 80% participation at the high school. She has been instrumental in adding Spanish at seventh and eighth grades and later to the fifth and sixth grades. Currently students in Alicia's elementary school classes at Gilbert study Spanish for 45 minutes twice every six days.

Alicia has been honored with the Gilbert Teacher of the Year award and with the Iowa Foreign Language Associations's designation of "Best of Iowa" for her outstanding conference session. She has served as a consultant to school districts in central Iowa that are examining the possibility of adding an elementary school foreign language program. This past fall Alicia presented a session on starting an elementary school foreign language program at the Iowa Association of School Boards convention in Des Moines. She has been asked to write an article on the topic of her presentation for their quarterly magazine. Alicia also serves her profession as president of the Iowa chapter of the American Association of Teachers of Spanish and Portuguese.

Congratulations to Alicia Van Bergen for her excellent work in foreign language education.

Central States *from page 2*

Terri A. Gebel, University of Northern Iowa—Going Beyond the Gap

Margaret J. Guetzko, West Branch High School—Popular Music in Your Classroom II

Patricia E. Colburn, Buena Vista College—Rockmusik im Kommunikativen Deutschunterricht

Geoffrey Hope and Pet Trotter, University of Iowa—Reading Fluency and Technology

Erwin Tschirner, Brigitte Nikolai, University of Iowa—Teaching Grammar in the Natural Approach

Workshop:

Marcia Rosenbusch, Iowa State University; Mercia J. Foster, Immaculate Conception School; and Christine Joslin, Holy Trinity School—Meaningful Content: The Curricular Challenge of the New Era.

For registration information contact **Central States Conference, Madison Area Technical College, 3550 Anderson Street, Madison, WI 53704.**

Sangrene's Presentation Named "Best of Iowa"

Paris Sangrene, elementary school French teacher, Ankeny Community School District, has received word from the Iowa Foreign Language Association (IFLA) that her presentation at the October 1993 conference was named "Best of Iowa." Sangrene has been invited to represent IFLA by giving her conference session at the Central States Conference to be held in Kansas City, Missouri on April 21-24. Sangrene's popular session, "Cajun Music and Culture," provides insight on the history of the Cajun people. In her session she explores the Cajun language and culture, including housing, music, food, and children's literature.

Editor: See Sangrene's article on this teaching unit in the Spring 1994 10 (1) issue of the Iowa FLES Newsletter.

NNELL Regional Representative Named

The National Network for Early Language Learning (NNELL) has announced that Deborah Wilburn will be the regional representative for the Central State Conference. Her responsibilities involve serving as a liaison between state representatives in the Central States Conference region and the executive board of NNELL. Deborah will work with state representatives who will be responsible for chairing future NNELL networking sessions at their state's foreign language conference. She will provide sample copies of *FLES News* and information about running a networking session to the state representatives to aid them in their task. If you would like to volunteer as Iowa's NNELL representative, or would like to work actively for NNELL in the Central States region, contact Deborah Wilburn, 10157 Alliston Dr., Pickerington, OH 43147.

Authentic Children's Literature: A Puerto Rican Story

Mari Haas
Teachers College
Columbia University
New York, New York

Había una vez y dos son tres... and so Spanish stories from Puerto Rico begin. Authentic children's literature is an invaluable part of elementary school foreign language programs. The use of stories, folktales, and legends can help create a rich context for language learning. Developing a love for literature, which is a goal in most elementary school classrooms, can be encouraged in the foreign language classroom through the use of children's literature. The joy of stories can be experienced by both students and teachers. In this article,a Puerto Rican story will illustrate how authentic literature can be used with young students in a foreign language program.

The first step in planning for teaching through literature is to read a story many times to yourself. Choose a story that you love and that has many possibilities for language learning. Think about the vocabulary, language structures, and content you would like to teach through the story. Make a web of all of the possibilities (see Figure 1). What language needs to be pre-taught? What methods will you use to do this? How will you "teach" the story? What follow-up activities will extend the language and content learning? If necessary, simplify the storyline to fit the language level of your students.

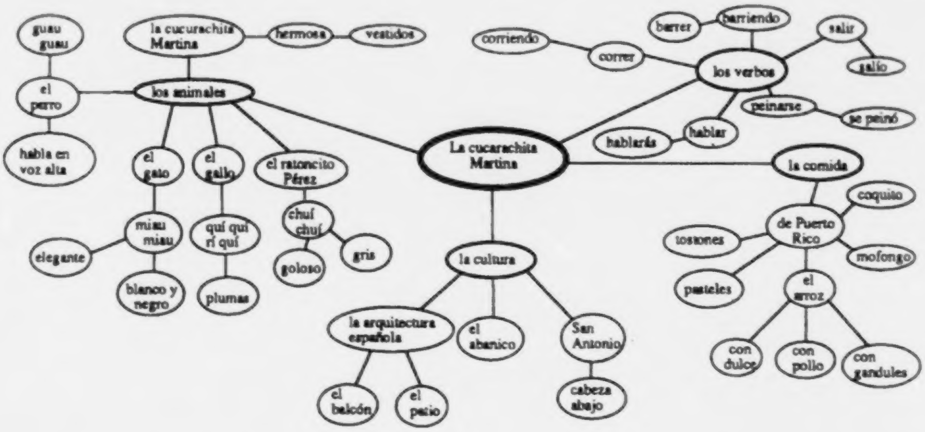
Puerto Rico is a rich source of authentic literature and folklore. There are many rhymes, chants, songs, games, and stories that depict the history and culture of this small Caribbean island. *Atariba y Niguayona* and *La cucarachita Martina* are two examples of stories to use as the basis for Spanish lessons. The literature combined with the Spanish language vocabulary and structures used in the stories can be the content and context in which Spanish is learned. We will take a literary journey during pre-Colombian times when the island of Boriquen (Puerto Rico) was inhabited by the native Taíno people.

Atariba y Niguayona is the story of a young Taíno girl, Atariba, and her friend, Niguayona, who live in a small village on the island of Boriquen. One day, Atariba becomes ill and even *el bohique*, the village healer, is not able to help make her better. Niguayona, very much concerned about his friend, sets out on a journey to find *el caimoní*, a tropical fruit. He is guided by *un papagayo verdidorado*, a green-gold parrot, who advises him that only this fruit will cure Atariba. Niguayona makes his difficult way into the forest and across a river. Finally he finds the fruit and returns to the village just in time to save the dying Atariba.

This story has many possibilities for lessons that combine learning the Spanish language with the history, geography, and culture of what is now the island of Puerto Rico. The important vocabulary can be taught through Total Physical Response (TPR) before the story is shared with the students. They can point to, touch, or pass pictures or objects, such as *la hamaca* (hammock), *el bohique* (the village healer), *la trompeta de caracol* (conch shell trumpet), *el papagayo verdidorado* (the green-gold parrot), *la torta de casaba* (bread made from yuca), *el árbol caimoní* (a tropical fruit tree), *el bosque* (the forest), *Yucaju* (a Taíno God), *la anona* (tropical fruit), and *el río* (the river).

Once the story has been read to the class, the main events can be written on sentence strips and sequenced. Depending on the level of the students, this could be done as a whole class activity or in small groups with each group sequencing the story or parts of the story. Students can then draw pictures or paint murals of the events. The pictures can be used to write or talk

Figure 1: Web of Possible Teaching Activities


guau guau
la cucurachita Martina
hermosa
vestidos
el perro
los animales
habla en voz alta
el gato
el gallo
el ratoncito Pérez
miau miau
quí quí rí quí
chuí chuí
elegante
blanco y negro
plumas
goloso
gris
corriendo
correr
barrer
barriendo
salir
salío
los verbos
peinarse
se peinó
hablarás
hablar
La cucarachita Martina
la comida
coquito
de Puerto Rico
tostones
mofongo
pasteles
el arroz
con dulce
con pollo
con gandules
la cultura
la arquitectura española
el abanico
San Antonio
el balcón
el patio
cabeza abajo

(Continued on page 5)

Iowa Teachers Will Communicate Through Internet

Telecommunications offers exciting learning opportunities and activities for teachers and students at all levels of education. This includes accessing on-line databases, sharing data and programs, electronic conferencing and discussions, and much more. However, to date relatively few teachers have taken advantage of the possibilities. Statistics from schools always show telecommunications as a very small percentage of all computer usage.

Internet is the primary electronic networking tool used by colleges and universities. It is a global system of high-speed wide-area computer networks that link educational institutions, commercials firms, and government agencies. Until only recently, elementary and secondary schools have not readily accessed Internet.

One of the strong proponents for linking K-12 institutions to Internet has been Vice President, Al Gore. In 1991 he noted:

> This network could revolutionize American education as well, giving teachers new tools and new ways to inspire their students. Today, hundreds of elementary and secondary schools are linked to NSFNET, enabling students to exchange messages with other students throughout the country and enabling teachers to share new teaching ideas with one another.

In 1994, Iowa public and private elementary and secondary schools will have the opportunity to access Internet as a result of an initiative of the federally funded Iowa Star Schools Project. Through the first part of January, Iowa Area Education Agencies are being linked to the Internet system. Schools will soon be able to access Internet through a computer and modem and an accessing password that will be available for an annual $50 fee. A school district may purchase as many passwords as it desires. The coordination of the Iowa Internet linkage is the responsibility of Gwen Nagel of Iowa Public Television. For more information,on how your school can access Internet, contact Nagel at (515-242-3142), or contact your Area Education Agency.

Children's Literature *from page 4*

about or as the illustrations for a book. A story map showing the characters, setting, problem, main events, and conclusion of the story can be created. As the students become more knowledgeable about the story, it can be read to them again and again, acted out, or made into a big book by the class. For younger or less experienced language students, the storyline can be simplified and even made into a big book by the teacher.

Older students can plot on a map of the island the route they imagine that Niguayona took. A geography lesson comparing pre-Colombian Boriquen and Puerto Rico today would fit in well here. The animals and vegetation of the tropical rainforest can be studied. Graphs comparing the clothing, shelter, and food of the Taíno with that of the students can be created. Children can make the maracas used at the end of the story to celebrate Atariba's good health, taste *casaba* bread and guava fruit or paste, or practice colors and numbers by making the patterned shell necklaces worn by the Taíno people.

It is becoming easier and easier to find authentic Spanish children's literature today. Bookstores often have special sections of books in Spanish. Several companies have catalogues for ordering books. Exhibitors at foreign language conferences have an increasingly better selection of children's books. Many libraries also include collections of books in Spanish or folktales from Spanish-speaking countries that can be adapted. The magic world of stories can add a new dimension to language learning. *Colorín Colorado este cuento se ha acabado.*

Adapted from "Children's Literature: Three Puerto Rican stories," FLES News *6(1), Fall 1992.*

Notes: Some ideas for *Atariba y Niguayona* were adapted from the classroom of Maria Elena Verdesoto, The Dual Language Program, CSD #3, PS 191, Manhattan, NY.

References

Ferré, R. (1990). *La cucarachita Martina.* Río Piedras, Puerto Rico: Ediciones Huracán. (Available from Bilingual Publications Company, 270 Lafayette Street, New York, NY 10012.)

Herrmann, M. E. (1988). *Fábulas bilingües, Pérez y Martina.* Lincolnwood, IL: National Textbook Company. Montañez, M. (1986). *Coco.* New York: ARTS Inc.

Rohmer, H., & Rea, J. G. (1988). *Atariba y Niguayona.* San Francisco: Children's Book Press.

Sources for Children's Books in Spanish

ARTS Inc., 32 Market Street, New York, NY 10002 (212-962-8231).

The Bilingual Publications Company, 270 Lafayette Street, New York, NY 10012 (212-873-2067).

Children's Book Press, 1461 Ninth Ave., San Francisco, CA 94122 (415-655-3395).

Eliseo Torres and Sons, 1164 Garrison Ave., Bronx, NY 10474 (212-589-8300).

Lectorum Publications, Inc., 137 W. 14th Street, New York, NY 10011 (212-929-2833).

Mariuccia Iaconi Book Importers, 1110 Mariposa, San Francisco, CA 94107 (415-255-8193).

The National Textbook Company, 4255 W. Touhy Ave., Lincolnwood, IL 60646-1975 (800-323-4900).

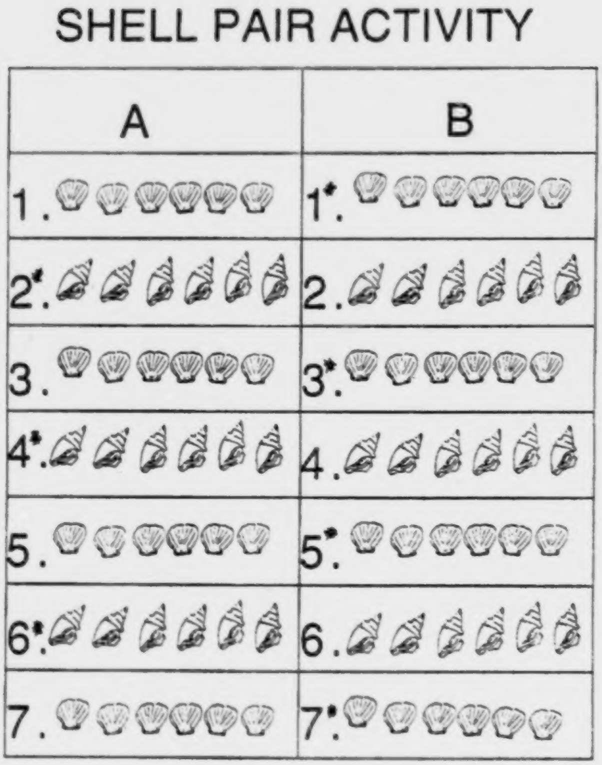
The Bankstreet Bookstore, 2875 Broadway, New York, NY 10025 (212-678-1654).

The Teachers College Bookstore, 1224 Amsterdam Ave., New York, NY 10027 (212-678-3992).

(Continued on page 6)

Children's Literature *from page 5*

Figure 3: Shell Pair Activity (Shell Activity Diagram)



(Shell Pair Activity Instructions)

1. Cut the A/B pairwork sheets in half.
2. Divide the class into pairs.
3. Designate one student Partner A and the other B.
4. Give out the A/B pairwork sheets to the correct partner.
5. Ask all of the Partner A's to color the shells in lines 2, 4, and 6 (because they have an * next to the numbers) in a pattern of his/her choice. (The coloring needs to be done in secret, without the partners seeing the patterns the other is coloring!)
6. Ask all of the Partner B's to color the shells in lines 1, 3, 5 in a pattern of his/her choice.
7. Begin the pair activity. Partner B starts, because of the * next to the #1. Partner B "reads" his/her shell pattern to Partner A, and Partner A colors in the shells according to what Partner B says. (For example, Partner B might say, "*En número uno, tengo una concha azul, una concha roja, una concha azul, una concha roja, una concha azul, una concha roja.*")
8. Partner A then "reads" his/her pattern in #2 to Partner B and Partner B colors in the shells.
9. At the end of the activity, the Partners compare their sheets to see if they are the same.

FLES Reviews. . .

Reviews of literature and materials of interest to FLES teachers are included in each issue. Although the reviews have been divided into French, German, and Spanish, you may find materials of interest to all FLES teachers in each section as well as language specific material. If you are acquainted with FLES materials, books, or articles that would be of interest to other FLES teachers, please send information about them to the appropriate reviewer.

FRENCH: Cathy Stone, Box 247
Ogen, IA 50212
GERMAN: Chris Joslin, 2612 38th St.
Des Moines, IA 50310
SPANISH: Leslie Schrier, 814 Independence
Pella, IA 50219

Spanish

Wilson, T., & Brusca, M. C. (1992). *El herrero y el diablo*. New York: Henry Holt and Company.

When the FLES teacher reads aloud traditional folktales from the target language country that are illustrated in rich detail, the language learners can benefit in many ways. First, the learners have the opportunity to hear the target language being used to narrate events that are depicted in the pictures. Second, the students realize that the foreign language is used in a tangible manner to communicate between and amongst real people. And, lastly the learners are given the much needed exposure to the language as a means of explicating the target language culture.

Reading aloud the Argentine version of the Hispanic folktale, *El herrero y el diablo*, is a marvelous way to expose the Spanish FLES class to the oral tradition of story telling. Using this version of the blacksmith who makes a deal with the devil to extend his youth and good fortune, the teacher introduces her class to the Faustian character of Juan Pobreza (known in Spain as Pedro de Urdemalas and in other parts of the Hispanic world by a variety of other names). The introduction is accomplished through the voice of the famous Argentinian gaucho, don Segundo Sombra, who is telling the story of Juan Pobreza around the campfire to his friends and family. By example, the FLES class can see how stories are communicated from one generation to another in Hispanic society and by extension in their own society.

GERMAN

Mit Deutsch Spielen. (1992). *Mit Kreuzwortraetseln Deutsch lernen* (no date) *Deutsch? Ja, Bitte*. (1987). and *Deutsch? Ja, Bitte (Band 2)*. (1990). European Language Institute, Recanati, Italy.

These four vocabulary building workbooks are produced by the European Language Institute (ELI). The vocabulary,

IOWA**FLES**NEWSLETTER

A newsletter for teachers of Foreign Language in the Elementary School.

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This is the last newsletter in your subscription. Send in your check and the renewal form below to receive a 1994 subscription of three newsletters (Spring, Fall, and Winter). You may make copies of this form for your colleagues. You will receive no other notice of your need to subscribe. **Renew now so you will not forget.**

- -

Iowa FLES Newsletter

Subscription Renewal Form for Volume 10 (1994-Spring, Fall, and 1995-Winter)

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Antioneville *from page 1*

Using the Village in Activities

The teacher gives students commands to indicate where to place their buildings in relationship to another building or object. Vehicles such as "Hot Wheels" can also be used for placement, i.e., "Put the red car in front of the restaurant." "Put the bakery next to the pet store." "Put the candy store on the square." When students are comfortable with the commands, volunteers can take turns giving commands to their companions.

Directional terms can be introduced by the teacher: north, south, east, and west. These terms are also used for placing the buildings, i.e., "Place the jewelry store north of the bakery." "Where is the grocery store?" "It is south of the park."

During the next week repeat the process for making the buildings, adding five or six new types of buildings. Continue similarly until all of the buildings in the kit have been made. You will be pleased to find that the students' interest will be so high that they will want to make their own designs for additional buildings.

The teacher introduces the terms for "service," "residential," and "commercial." The students group the buildings according to these three categories in response to commands, for example, "Place the residential buildings near the river."

A slide or videotape presentation of French buildings and villages is shown that includes road signs and markers. The teacher will aid the students in developing a comparison of French villages and small American towns. Students may want to make changes in their village layout at this time, according to their more in-depth understanding of French villages. They can make road, directional, and marker signs to make their village unique. They can also name their village. For example, the name "Antioneville" was proposed by my students. It is a combination of my French name "Antionette" and "Albertsville," where the Olympics were held in France.

Many different activities can help students review the names and functions of the buildings in the village. A variation on the game, Battleship, is a game the students enjoy. Two students are given identical maps of the village, except that one has *Xs* marked on one to five buildings (depending on the ability level of the students). The other student has one to five *Os* marked on different buildings. Without being able to see each others' maps and without naming the buildings, students take turns giving each other directions so that their partner can identify the buildings marked on their own map. When the students are finished they put their maps together and hold them up to a window to see if they have marked them identically.

The teacher first reviews the students' learning, then students can work in pairs, using questions such as the following:

Where do you buy bread?
Where do find books?
Who sells sausages, cheese, and pâté?
Where does the butcher work?
Who sells bread?
There are loaves of bread in the window. What store is it?
I am a jeweler. Where do I work?
At 3:00 I will go to the park. Where will you go?

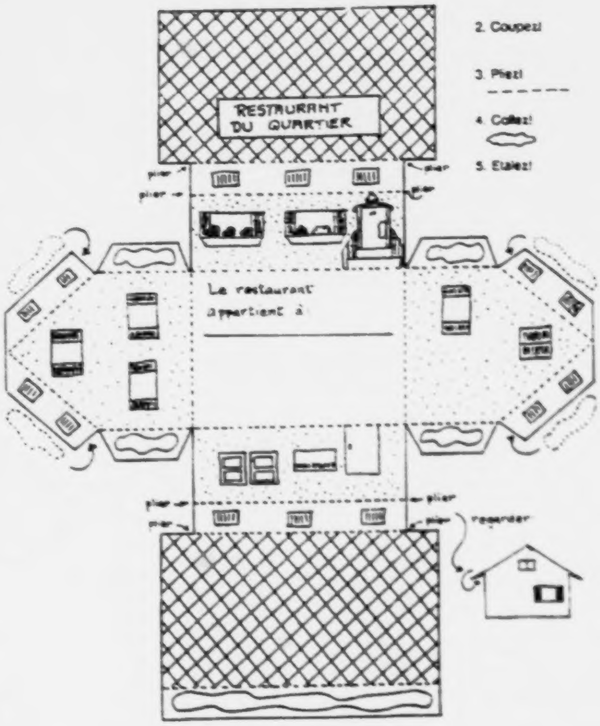
To extend the learning further, the class can develop a plan to transform their classroom into a French building such as a library, an art museum, a cafe, or an open-air market. For a cafe, for example, the objects (chairs and tables), setting, and personnel found in a typical French cafe are listed. The class brainstorms how their classroom could be arranged to typify a French cafe. The kind of food that would be served, for example, for breakfast is explored and discussed. The class works together to arrange the classroom into a cafe, prepares menus, and dramatizes the scene, perhaps serving a typical French breakfast in the cafe to their classmates or to visitors.

The richness of the theme of the village provides many opportunities for exploring different aspects of French culture. Many additional activities can be designed around the theme of the village. For example, students can express likes and dislikes about the products sold in the various stores. Various songs, card games, and board games that relate to the theme of the village can also be used. Even though the focus for this project is the village, photographs and information on French cities and farms can also be examined to help students understand that a variety in life styles exists in France as well as in this country.

Clearly a learning center of this type can be used with any language to help children understand more about the culture and life-style in the countries where the language is spoken. The village learning center has been a favorite part of the elementary school French classes for my students. Try it out with your own classes. Invite your students to visit a French village. It will be an experience they will never forget!

Reference

La Communauté. Tralco Educational Services. (Contains patterns for twenty-eight different buildings.) Available from Teacher Discovery, 1100 Owendale, Suite H, P.O. Box 708, Troy, MI 48007-7048 (800-Teacher).


RESTAURANT DU QUARTIER
Le restaurant appartient à
2. Coupez!
3. Pliez!
4. Collez!
5. Etalez!
plier
regarder

Survey on Teacher Education & Preparation
for
Elementary School Foreign Language Learning

Introduction: In cooperation with several national organizations (AATG, AATSP, ACTFL, ALL, NADSFL, NNELL), a group of leaders in the field of foreign language education from across the USA has begun to develop a series of collaborative structures that seek to design and establish relevant teacher education programs for two groups: university undergraduates who plan to teach at the elementary school level (in various program types: immersion, FLEX, sequential FL classes, etc.), and methods professors and staff developers whose duties include preparing teachers.

Please complete this initial survey. Its purpose is to give respondents an opportunity to consider specific issues of teacher education while simultaneously identifying a cadre who are interested in the growth and development of appropriate teacher preparation opportunities at both the pre-service (undergraduate) and in-service (post-graduate) stages. The identity of the respondents will be kept confidential. Your identification is requested for possible future communications. Thank you!

Please return this form to: *National Survey, c/o Advocates for Language Learning*
5530 Oak Street
Kansas City, MO 64113

1. Your Name: ____________________

Home Address: ____________________

City, State, ZIP: ____________________

Day Phone: ____________ Eve. Phone: ____________

2. Institutional Affiliation: ____________________

3. Years of Full-time Teaching Experience at: Pre-K through Grade 5: _____ Grades 6-8: _____ Grades 9-12: _____ Post-Secondary: _____	Your primary teaching duties: ___ FLEX Teacher ___ FL Teacher with K-5/K-6 teaching duties ___ Immersion Teacher, K-5 or K-8 ___ Other (specify): ____________

4. College/University Degree Information (complete all information requested):

Degree:	From (Institution):	Year Awarded:	Major(s) & approx. cr. hours:

..Over, Please..

5. What language(s) do you teach at the elementary-school level?

____

6. Are you a native speaker of the language(s)? Yes: __ No: __

7. Have you studied abroad? Yes: __ No: __

8. How often do you travel to a location where that language is spoken daily?____________

9. Describe those study abroad/travel experiences that have relevance to your teaching duties:

Location?	Length of Stay?	# Credits Granted?	Special Features relating to Elementary School FL Teaching:

10. List significant **USA-based** programs/seminars/meetings that you have participated in to maintain/improve your skills in methodology/language acquisition, language, and/or culture:

Program and Location:	Topic(s) Covered:

11. You have a "magic wand" with which to make significant changes in FL teacher preparation in the next decade; describe up to six courses or program-related activities that you deem essential to prepare teachers with similar teaching assignments as you have defined yourself previously. (These courses can be culture-related, methodology-related, literature-related, etc.)

12. Have you presented any staff/teacher development programs, workshops or courses? Describe the topic(s) and audience(s) — undergraduate or post-graduate — on another sheet of paper.

13. Please suggest any additional recommendations you care to make to ensure a relevant teacher education program for elementary school languages.

Please return this survey to the address listed on the opposite side of this page.

German *from page 6*

artwork, and some of the exercises are taken from their comic-book magazines such as "Freunde," "Kinder," and "Fertig Los." They are intended to be used by individual students as self-learning aides.

The first book *mit Deutsch Spielen* is the most basic. It presents ten vocabulary words for each of sixteen topic areas. Appropriate to younger elementary students these topics include: colors, numbers, things in the classroom, as well as wild and farm animals. The vocabulary is attractively presented in individual, full-color pictures, which are followed by a matching exercise, a crossword puzzle, and a word search puzzle using only that vocabulary. Each segment could be used separately in any order.

The second book, *mit Kreuzwortraetsein Deutsch lernen*, has twice the vocabulary for each of fourteen topic areas. The exercises that follow the pictures are all crossword puzzles. The first puzzle uses only ten of the vocabulary words, the second puzzle uses the remaining ten, and the last puzzle incorporates all twenty words. The topics are similar to the first book including transportation, nature, the city, verbs and adjectives. This book is geared to beginning language students in third grade or higher.

The third book, *Deutsch? Ja, Bitte*, is more advanced and some prior language learning will be needed to complete the exercises and the exercise instructions. The vocabulary is presented in well-designed, full-color, integrated pictures that are labeled.

The fourth book, *Deutsch? Ja, Bitte Band 2* is a follow up to the third book of the same name. In this book, the vocabulary is labeled on large integrated pictures representing different themes. All the pictures are based on family-centered activities and include not only parents and children but grandparents, too. The activities are designed to be used with upper elementary students and do not require extensive vocabulary supplements to be readily understood.

The first two books and Band 2 of *Deutsch? Ja, Bitte* are intended for elementary students while the original of *Deutsch? Ja, Bitte* would be more appropriate for high school or adults because of the difficulty level of the exercises and the content, which is not as appealing to children.

French

Mealer, T. (1992). *My World in French.* Lincolnwood, IL: National Textbook.

My World in French is a coloring book and a picture dictionary. This book has very simple, clear black and white pictures in various categories. The pictures and vocabulary make up mini-units. Some of the units featured are: *notre maison, les vêtements, la ville, chez le médecin, les animaux au zoo, les animaux à la ferme, à la plage,* etc. In all, there are pictures for 23 different topics. The black and white illustrations could be made into overhead transparencies. These transparencies and the book would compliment many units taught in elementary school foreign language classes.

Teacher Preparation Programs Examined

Fifteen foreign language and education specialists from the United States and Germany met in New York City in mid-October 1993 to discuss the preparation of elementary school foreign language teachers. This colloquium of educators, who represent several languages, language professional organizations, and general education, was organized and hosted by the American Association of Teachers of German (AATG) and the Goethe House New York. Attending were: Loren Alexander, Greg Duncan, Paul Garcia, Claudia Hahn-Raabe, Elizabeth Hoffman, Brigitte Jonen-Dittmar, Dieter Kirsch, Carol Ann Pesola, Pat Pillot, Nancy Rhodes, Marcia Rosenbusch, Lynn Sandstedt, Ed Scebold, Janet Towslee, and Helene Zimmer-Loew.

A main point of the discussion was the need for appropriate preparatory coursework and relevant experience for elementary school foreign language teaching majors. Colloquium participants noted there are too few elementary school foreign language teachers for the programs being implemented across the country. The following statement is a first step towards improved teacher development programs for prospective elementary school foreign language teachers:

> The study of a foreign language is a major vehicle by which we acquire information and understanding about other peoples and their cultures. In these times of a conscious affirmation of our nation's diversity and the rich fabric of our heritage, it is important that our school children begin to learn another language, as early as possible. It is then, as researches have demonstrated, that minds are most receptive and retentive. The development of such language learning programs for young pupils requires a substantive change in present practices and curricular offerings at colleges and universities that award teacher education degrees.
>
> Traditionally, foreign language teacher preparation has been directed at the secondary education major. In coming years, the continuing growth of language study in the elementary school will mandate appropriate changes in language departments and in school or colleges of arts and sciences. Such changes begin with the instructors. Educators who possess a literary emphasis or research interest can gain theoretical and applied knowledge and personal experience in elementary school settings in order to share with the new teacher-major. For example, interested parties may contact their state or local school language coordinator for information on materials and programs, as well as for suggestions regarding experts who can assist them and consult on aspects of teacher education. Activities such as these will themselves foster and strengthen cooperation between K-12 school systems and collegiate groups devoted to language learning. In this way, systematic, responsive, and effective collaborative teacher preparation program models can be developed by the year 2000 for foreign language teachers in the elementary school.

The colloquium attendees developed a plan of action for the improvement of teacher preparation that includes the following

(Continued on page 12)

Teacher Preparation *from page 11*
components:

1. The planning of a symposium in which stakeholders would view elementary school foreign language instruction from a variety of contextual perspectives.
2. The development of a long-term funding proposal that would be a collaborative project for a model or models of teacher development and teacher educator development.
3. A process of folding other initiatives—student standards and professional standards—into this project, as well as remaining cognizant of the needs of a changing student population and concomitant realization of what it means to teach all children.

As a first step, a survey on teacher preparation (see pp. 9-10) has been developed to solicit reactions from classroom teachers, university teacher-educators, and school administrators through the collaboration of Advocates for Language Learning and AATG. You are encouraged to complete this survey and return it as directed. Comments and suggestions are also welcome on all components of initial plans for the improvement of elementary school foreign language teacher preparation.

The *Iowa FLES[1] Newsletter* is a newsletter for teachers of foreign language in the elementary school. The newsletter is published three times a year (spring, fall, and winter). Readers are encouraged to submit information for publication. Deadlines are: spring issue—Feb. 1; fall issue—July 1; winter issue—Nov. 1. The *Iowa FLES Newsletter* is available on a subscription basis: $6.00 instate and $7.50 out-of-state.

[1] Foreign Language in the Elementary School.

Marcia H. Rosenbusch, Editor
Iowa FLES Newsletter
Department of Foreign Languages
and Literatures
300 Pearson Hall
Iowa State University
Ames, Iowa 50011

IOWA**FLES**NEWSLETTER

A newsletter for teachers of Foreign Language in the Elementary School.

Volume 10 Number 1 Spring 1994

Cajun Music and Culture in the Classroom

Paris Sangrene
French Teacher, Grades 1-6
Ankeny Community Schools, Iowa

The story of the Cajuns began almost 400 years ago in Nova Scotia. Until the 1920s, their distinct culture survived in isolation in the swamps of Louisiana. The Cajuns were not assimilated into the American "melting pot." Rather, they created their own identity, combining elements of their past in unique ways.

This article begins with a historical overview of Cajun life and language. A description follows of how students learn about the history, language, literature, and music of the Cajuns in the elementary school French classroom. In first grade, students explore Cajun daily life and music; by the fifth grade, the study of Cajuns complements and enhances what the students learn in their social studies text. The focus at this grade level is on the rich variety of Cajun music styles. The story of the Cajuns is an excellent way to help elementary school students explore their own history.

Chronology of the Cajuns

1604

Beginning in 1604 during the reign of Henri IV, French peasants and farmers from Brittany, Normandy, and Picardy established Acadie (Acadia) known today as Nova Scotia. They named their beautiful colony after "Arcadia" of an Italian poem that describes a utopian land. Immigrants continued to arrive during Louis XIV's reign. Meanwhile 1700 miles away, Louisiana was established in the name of Louis XIV. New Orleans became a mecca for wealthy French entrepreneurs and adventuresome aristocrats.

1713

After Queen Anne's war, the English and French signed the Treaty of Utrecht in which the French relinquished control of Nova Scotia to the English.

1755

During the eleven years of *le grand derangement* (the great disturbance) the English expelled 16,000 Acadians from Nova Scotia. English soldiers seized Acadian property and split families apart. The men were forcibly removed from their homes and were loaded on transport ships. They were carried on a long voyage of exile to the American colonies. Half of the Acadian exiles died of small pox and other maladies during the voyage. When they arrived in the cities of Boston, New York, Philadelphia, Charleston, and Savannah, the Acadians, who were Catholic, were unwelcome.

(Continued on page 4)

The Editor Writes . . .

It is quite probable that the 1990s will be known in the foreign language profession of the future, as the decade in which National Student Standards were established. The impact these standards will have is difficult to predict with accuracy, but is likely to be significant. You have an opportunity to help shape the student standards by providing input to the standards task force as the work is in progress. Please take time this week to examine closely the insert to this newsletter entitled, *The Framework*, which has been drafted by the task force. Then, answer the questions found on page 7, include any additional comments you would like made known to the task force, and return your response to the address listed. By responding, you will be helping to shape the future of the foreign language profession.

Don't Forget Central States!

Be sure to attend the 1994 Central Sates Conference on April 21-24 in Kansas City, Missouri, at the Hyatt Regency—Crown Center. You will be able to chose from 135 sessions, 9 full-day workshops and 19 half-day workshops, as well as other professional sessions, panels, and meetings. Many Iowans will participate in the conference as session presenters. Join your friends and colleagues in Kansas City! For registration information, contact Central States Conference, Madison Area Technical College, 3550 Anderson Street, Madison, WI 53704 608-246-6880.

Call for Session Proposals

Advocates for Language Learning

The eleventh annual national conference for Advocates for Language Learning will be held October 21-24, 1994, in College Park, Maryland. The theme for the conference is *Multilingualism: Communication connects Cultures*. The ALL conference is one of the few significant conferences in the United States that focuses specifically on K-8 programs—FLES, FLEX, Immersion, and sequential. If you are interested in presenting a proposal for a workshop or session, request a form from **Pat Barr-Harrison, Telephone: 301-808-8265, Fax: 301-808-8291.** Proposals are due June 1, 1994.

Central States Conference

A joint conference will be held by the Central States Conference, the Southwest Conference, and the Pacific Northwest Council in Denver, Colorado, on March 30-April 2, 1995. The theme of this exciting conference will be *Exploring New Frontiers*. To request a conference proposal form, contact **JoAnne Wilson, Joint Conference Program Chair, 5765 Oak Street, Glen Arbor, MI 49636, Telephone and Fax: 616-334-6315.** Proposals are due May 31, 1994.

Iowa Foreign Language Conference

The 1994 Iowa Foreign language Conference will be held at the Crystal Inn and Conference Center in Des Moines on October 28-29, 1994. Help make this conference the best ever by submitting a proposal for a session. Share your successful program and teaching ideas with your Iowa colleagues. For a session proposal form, contact **Candance Van Dyke, 947 36th St., Des Moines, IA 50312, Telephone: 515-244-4192.** Proposals are due June 15.

Iowa NNELL Representatives Named

The Central States Conference regional representative for the National Network for Early language Learning (NNELL), Deborah Wilburn, has announced the appointment of three Iowa NNELL representatives. They are:

Jeannette Borich, 1-6 Spanish Teacher
Ankeny Community School District
809 NE Michael
Ankeny, IA 50021
Work Telephone: 515-965-9607
Home Telephone: 515-964-1120

Mercia Foster, K-6 Spanish Teacher
4 Riden Circle
Charles City, IA 50616
Home Telephone: 515-228-6759

Donna Grundstad, Foreign Language Supervisor
Iowa City Community School District
and Instructor, College of Education
N450 Lindquist Center
University of Iowa
Iowa City, IA 52242-1529
Work Telephone: 319-335-6434
Home Telephone: 319-351-0316

The NNELL representatives serve as a link between the national organization and the interests and needs of Iowa K-8 foreign language teachers. They will collaborate to organize the NNELL networking session at the Iowa Foreign Language Association annual conference. If you have questions or concerns about early language learning, or have suggestions for the 1994 NNELL networking session, please contact one of your Iowa NNELL representatives.

National K-12 Foreign Language Resource Center Receives Funding

The national K-12 Foreign Language Resource Center was recently established at Iowa State University with a $400,000 grant from the U.S. Department of Education. One of six National Language Resource Centers, this new Center is unique in its commitment to the improvement of foreign language education in kindergarten through twelfth grade through professional development of K-12 teacher educators. Three initiatives guide the work of the Center.

Effective Teaching Strategies Initiative

A **Teacher Partnership Institute** (June 19-29) will offer professional development to practicing K-8 teachers and to teacher educators from institutions of higher education. An important outcome of this institute will be enhanced university teacher preparation programs for the K-8 level. Year-long partnerships will be established between the participants who are K-8 classroom teachers and those who are college and university teacher educators. The partners will exchange information on methodology, curriculum design, and student assessment at the K-8 level.

A **Curriculum Institute** (August 7-12) will offer training to experienced and practicing K-12 foreign language teachers and/or foreign language curriculum specialists. In this institute participants will collaborate to identify and address common problems of articulation and will explore the impact on curriculum of both the emerging long-sequence foreign language programs and the standards movement.

New Technologies Initiative

A **New Technologies in the Foreign Language Classroom Institute** (August 7-12) offers participants—who are experienced in using a Macintosh or IBM-compatible computer—the opportunity to examine new technologies in the learning of foreign languages. Participants will preview exemplary foreign language courseware, including multimedia programs; will implement the use of telecommunications networks to enhance student learning; and will develop tele-networking lessons for use with existing curricula.

An **Interactive Multimedia Authoring Institute** (August 14-19) requires participants to have a basic working knowledge of the Macintosh. In this institute participants will examine exemplary multimedia hardware and software, will author a HyperCard lesson that links a stack to segments on a CD ROM and/or videodisc or that integrates into the stack a segment of motion video, and will produce lessons that effectively implement multimedia into foreign language instruction.

Performance Assessment Initiative

This project is designed to help foreign language teachers develop guidelines, or a framework, for assessing the language of students in their own classrooms. The basis for these guidelines will be the American Council on the Teaching of Foreign Languages's (ACTFL) national K-12 student standards for foreign language education, soon to be available in a revised draft form. The two targeted levels for the guidelines will be grades four and eight, the first two levels of the three proposed levels of the ACTFL standards (grades four, eight, and twelve).

This teacher-based project will include several interrelated components:

- conducting a search of assessment instruments currently available and developing an annotated bibliography;
- identifying 10 foreign language teachers K-8 (who have been identified as successful by their principal or foreign language supervisor) to participate in the project;
- conducting an initial workshop to find out how teachers currently use assessment and to brainstorm with researchers about innovative assessment strategies;
- conducting a follow-up workshop to learn about the national foreign language standards and how classroom assessment can relate to these standards;
- developing draft assessment guidelines;
- piloting the guidelines;
- publishing and disseminating the guidelines to the public.

From its initiation to conclusion, this project will rely heavily on teacher input, with teachers working in collaboration with researchers to develop a framework and then document how they use the framework to develop assessment strategies for their own students.

Unlike other subject areas (i.e., mathematics, social studies, and science) in which students begin studying the subject in kindergarten and continue on through secondary school, current practice allows foreign language instruction to begin at any grade level in elementary or junior high/middle school. The resulting programs vary greatly in total time spent in learning and in the intensity of the learning experience. Consequently, the assessment guidelines will focus on a range of language levels to be attained at grades four and eight, and will take into account students' varying cognitive levels, developmental stages, and mastery levels of their native languages, as well as factors dealing with the time and intensity of instruction.

Participants will receive round-trip airfare to Iowa, and room and board while attending an institute. Graduate credit (1 credit for 5-day and 2 credits for 10-day institutes) is available upon request at no cost to participants.

Nationally recognized experts in foreign language education will lead the initiatives and teach the institutes. The Associate Director for Effective Teaching Strategies is Carol Ann Pesola, Concordia College, Moorhead, MN. She will teach the Teacher Partnership Institute and will collaborate with Helena Curtain, Milwaukee (Wisconsin) Public Schools, who will lead the Curriculum Institute. The Associate Director for New Technologies is Karen Willetts, Montgomery County (Maryland) Public Schools (formerly Technology consultant, Center for Applied Linguistics) who will work with Janine Shelley, Iowa State University. Nancy Rhodes is the Associate Director for Performance Assessment. The Director of the National K-12 Foreign Language Resource Center is Marcia Rosenbusch, Iowa State University.

For more information, contact **National K-12 Foreign Language Resource Center, 300 Pearson Hall, Iowa State University, Ames, IA 50011. Phone: 515-294-6699; Fax: 515-294-2776 or -9914, e-mail nflrc@iastate.edu**

Cajun Music *from page 1*

1756-1920

When a group of Acadians eventually arrived in Spanish-controlled Louisiana, the Spanish and French welcomed them. The Acadians settled in southwest Louisiana to continue their agrarian life-style. Gradually the "a" was dropped and the resettled Acadians became known as *Cajuns*

Several ethnic groups already lived in Louisiana when the Acadians arrived. It was, however, the Cajuns who assimilated the other ethnic groups into their culture. German settlers, for example, intermarried with the Cajuns. Soon the only trace of the German culture was surnames. The same assimilation occurred when Spanish men married Cajun women. Many Spanish words entered the Cajun language, but the children spoke French. Since the Cajun trappers also spent time with the Indians, these two cultures influenced each other, and many Indian words entered the Cajun language. Conversely, the largest Indian tribe, the Houma, adopted French as its language.

The term *Creole* comes from the Spanish *criollo* or "child of the colonies." It is used today to described people of African origin. The Creoles and the Cajuns have a particularly strong bond since they share the French language as well as great poverty. Several unique Creole and Cajun music forms developed from this relationship.

1920

A multitude of assaults on the Cajun culture began in 1920. The public schools began requiring attendance and at the same time forbade the speaking of French on school grounds. Governor Huey Long built paved roads that ended the isolation of the Cajuns, and soon after, the oil and gas industry began drilling in the bayous. In the words of one elderly Cajun, "If they wouldn't have built all them new roads and bridges, maybe that big oil company lawyer wouldn't have found me so he could steal my land" (Duggar, 1992). Later the traditional Cajun way of life that survived epidemics, poverty, and time, was finally almost destroyed by television. Cajuns learned English from television, but also lost many of their traditions.

1950: Cajun Renaissance

When the Cajun soldiers returned home from World War II, they had seen the world and found new interest in their own culture. In the sixties, the Council on Development of French in Louisiana (CODOFIL) reintroduced French in the public schools. Outside interest in Cajun cuisine and music continues to bolster these traditions. Cajuns today range from urban professionals to farmers, all who share an enthusiasm and a pride in their Cajun tradition.

Traditional Daily Life

Cajun House

The Cajuns built their houses in the swamps and near streams. Due to frequent flooding, they were often built on stilts. Constructed from wood, the houses shared three common features: *la galerie, la garçonnière*, and *l'armoire*. The family spent evenings on the *galerie* (the open porch) chatting with the neighbors who were out for a walk. Often a porch swing hung in the *galerie*.

Since the Spanish rulers collected a tax for each room of a house, the Cajun house only had one taxable room, the parlor or *galerie*. They used armoires so the cloets could not be taxed. The children slept in the untaxed *garçonnière* (bachelor's quarters) in the attic. The only access to the attic was a ladder outside in the *galerie*.

In the French classroom, children are introduced to the traditional Cajun house and identify the parts. Later, they decide where certain household objects would be found in the house. For example, where would one find the pump, telephone, oven, musical instruments, or toys?

Fais do do (Go to Sleep)

On Friday nights, all the families would gather at a neighbor's house for a dance. first they would sing the children to sleep. To encourage the children to stay in bed, the Cajun elders told the story of *Ton ton gris gris* (Uncle Grey Grey). This monstrous man lurked in the swamps waiting to catch errant children. Then the adults and teenagers would enjoy dancing the two-step. It was important for all the Cajuns to play an instrument so that they would have enough musicians to play the dance music.

The dances provided the boys an opportunity to court the girls. Late at night the girls would take their shoes off and put them in a pile. They would refuse to dance by claiming to be too tired. The boys would then rush to find their favorite girl's shoes in the pile, present the girl with her shoes, and ask her to dance.

Mardi Gras

The Cajuns celebrate Mardi Gras differently from the people of New Orleans. The men dress up in costumes and mount horses to scour the countryside looking for ingredients to make gumbo. As they visit each family, they must chase the chickens or pull vegetables out of the garden. The women prepare the gumbo in quantities large enough to feed the whole parish. This tradition is easy to recreate in class. At the Mardi Gras party, students visit different stations collecting ingredients, then the class shares in preparing the gumbo for all.

Cajun French

Today over one million Louisianans speak French as a first or second language. Modern Cajun French consists of 60% standard French from the 17th century. They still use words from that time, for example, *soulier* and *sous* describe, respectively, "shoes" and "money." The Acadians were forced to invent new words to describe the humid Louisiana landscape. To describe the swamp land they used the Indian word *bayou*. When no French word existed, they simply borrowed from other languages.

Since many of these peasants could not read, Cajun spelling tends to be phonetic and inventive. *Bon ton* stands for *bon temps*, the Cajun motto that means "Good times." During the mid-twentieth century, English began to invade Cajun French. It is not uncommon to hear, "*Quand the bus driver drivait, tout le monde priait*" (Duggar, 1992). (When the bus driver was driving, everyone prayed.) Although English vocabulary began to invade the Cajun language, the grammar remains very French.

Many of the Cajun expressions vividly describe a situation. "*T'es pas l'oeuf de la gros poule*" describes someone who is self-important. (You aren't the egg of the fat chicken.) "*Crache dans l'aire et ça tombe sur le bout de ton nez*" admonishes one not to criticize. (Spit into the wind and it falls on the end of your nose.) (Whatley & Jannise, 1992). Students enjoy learning simple Cajun expressions. To practice using these expressions, the teacher describes or shows different situations and the students supply the appropriate Cajun rejoinder.

(Continued on page 5)

Cajun Music *from page 4*

Louisiana Music

Music serves an important social role in the Cajun tradition. The primarily oral culture was preserved through songs and folktales. Unfortunately the English did not allow the Acadians to take their instruments when they left Canada. The Cajuns borrowed instruments from other immigrants in Louisiana. The Germans contributed accordions and violins. The Spanish added the guitar. The Africans brought the drum. The indigenous peoples introduced the concept of a voice as an instrument. The Cajuns improvised instruments from spoons and the rubboard or washboard.

In the French classroom, the students listen to examples of instruments and guess what instrument they hear and which immigrant group brought it. Then they listen to and identify the instruments as modified by the Cajuns.

Cajun Music

The blending of cultures in southern Louisiana led to the development of many unique American music forms. Local bands originally played traditional Cajun music at *Fais do dos* and *Bals de maison*. At these dances all the neighborhood gathers to socialize. They are usually sung in Cajun French. The fiddle or the accordion are often the centerpiece of the music. D. L. Meynard (1991) provides a good example of Cajun music with his "*La porte dans arrière.*"

Zydeco

Zydeco music began at the Creole house parties. It uses the accordion and an infectious Afro-Caribbean dance rhythm to create a unique sound. The name comes from the French, *Les haricots sont pas salés* (Fry & Posner, 1992). (The snap beans aren't salted.) It grew out of periods of hunger, when the Creoles did not even have salt. Instead, they played music to take their mind off their troubles. Buckwheat Zydeco from Lafayette brought zydeco into mainstream movies with songs like, "*Ma 'tite fille*" (Tchoupitoulas & Zydeco, 1991).

Mardi Gras

Mardi Gras calls for special music that brings together the Cajun, Creole, and Indian cultures. It is sung at the parades and dances. For example, *Big Chief Got a Golden Crown* by the Wild Tchoupitoulas (1991) celebrates Mardi Gras.

Jazz

At the turn of the century, early forms of jazz began to develop from African-American work songs and laments. New Orleans is widely recognized at the source of such jazz forms as the blues, ragtime, and dixeland. By the forties, jazz was commercialized into swing.

Cajun Rock

Today with the resurgence of Cajun culture, a new generation of Cajuns have modernized their music. They use electric accordions and guitars to play traditional and original compositions. Zachary Richard (1989) illustrates this style on "*Moi connais pas.*"

Cajun Music for Children

Michael "Beausoleil" Doucet (1992) recently recorded an album in standard French peppered with Cajun expressions that are very appropriate for elementary instruction. Some of the songs focus on specific vocabulary topics such as the alphabet, clothing, or colors. Others tell stories or humorous anecdotes. Some sample lessons for individual songs follow:

Le Hoogie Boogie

This "Hokey Pokey" with a Cajun twist allows children to practice with the body parts. First the teacher gives commands from the song. Later, the students follow the actions named in the song.

O Mes Jolies Dames

This is a lullaby to comfort children about the noises they hear in the woods. Each verse adds another line similar to "The Twelve Days of Christmas." It starts by asking the pretty ladies to guess what is in the woods. There is love in the heart of the little bird that is in the egg, that is in the nest, that is on the branch, that is on the tree, that is in the woods. Children practice an action for each line of the song. Later, they listen to the song for cues to the actions. After each verse they add a piece to the picture illustrating the song.

Pauvre Johnny

This song tells the story of Johnny who cannot dance. The class can recreate the Fais do when the girls remove their shoes. The boys try to find the shoes of the girl with whom they wish to dance.

Arc en Ciel

The rainbow song describes the many different colors in the child's world. The teacher begins by miming different colors from the song. For example, she mimes making a snowball. The children guess what color it is. The teacher then adds snow to a scene in the woods. The students practice miming colors, too. After the students have guessed all the colors, they listen to the song and mime the colors mentioned.

Cajun Literature

Cajun folktales are primarily oral. Some teachers, however, have recorded the stories that helped mold Cajun children for centuries. Children can perform plays from *Contes folkloriques de la jeunesse Louisianaise*. Many of the folktales revolve around animal characters. One play dramatizes *le grand dérangement* (Voorhies, 1985).

Children and adults also enjoy the Cajun version of the *Night Before Christmas* by Trosclair, now available with full color illustrations by James Rice (1992). There is St. Nick, "He was dress in muskrat," and eight "alligator a pullin' de skiff." This book illustrates the Cajun house and traditions.

In Conclusion

By learning about the Cajuns, students gain an appreciation for their own history. The social studies concepts on immigration and assimilation are reinforced. The concepts of diversity and multiculturalism can be clarified. A highlight for students in this study is the unique Cajun music. Clearly, there are many reasons for integrating the study of the Cajuns into the elementary school French class.

References

Duggar, P. (1992, Nov.) Oral presentation at the Second Language Acquisition by Children Conference, Chicago, IL.

Doucet, M., with Family and Friends. (1992). *Le hoogie boogie: Louisiana French music for children.* (Compact disc.) Rounder 8022.

(Continued on page 7)

A Little Translator Is a Dangerous Thing

Mercia Foster
Spanish Teacher, Grades K-6
Charles City, Iowa

I am often amazed at the attitudes of some monolingual people. They either have the opinion that speaking more than one language is so far beyond their reach that they hold bilingual speakers in awe—or—they think it is so easy that 10 lessons will have them speaking like a native. In mid-November I was approached by a rather intelligent acquaintance who wanted to now if I had "anything" (I suppose she meant to borrow books or tapes) that could help her and her husband learn to speak Spanish before they went to Mexico for Christmas. Actually, her "approach" was to stick her head out of her car window as she passed me in a parking lot. I gave her what I considered an appropriate response for someone who was so motivated and intend on learning a new language. I told her if I found "something" I'd be sure to give her a call.

We've all heard the saying, "A little knowledge is a dangerous thing." After teaching a short adult class for a local company last fall, I am convinced that a little "translator machine" is equally dangerous—and sometimes comical. The company I mentioned hires many Spanish-speaking workers who have not yet developed their skills in speaking English. In an effort to communicate, the company purchased a small calculator-sized translator and used it as they made signs for the restrooms and translated other instructions and idiomatic phrases which they thought they might need. While their intentions were good, it never occurred to the people using the translator that they should look to see if the word that came on the screen was a noun, verb, or whatever. It goes without saying that no verbs on the screen were conjugated. The results were amusing.

In the bathroom, the English sign read:

PLEASE

Put the toilet lid down after you use it to let people know the toilet needs to be cleaned.
Thank you!

The Spanish sign read:

GUSTAR

Poner Banquillo Tapa Abajo Despues De Usted Uso Ello Este Dejar Gente Saber Banquillo Deber Ser Limpio.
Muchas Gracias!

On the lists of phrases given to supervisors to help them communicate with the Spanish speaking employees on their line, there were other bloopers worth sharing. As you read, you may want to check you own knowledge of some of these idiomatic phrases.

The following are taken from the pages given to me by the supervisors:

What is your name?	*Ecomo se llama nombre?*
Sanitize hands	*Higienico mano*
Use soap	*Uso jabon*
Blow nose	*Golpe nariz*
Lunch time	*Merienda tiempo*
Break time	*Rotura tiempo*
Fix hair net	*Apruo pelo neto*
Beard net	*Barba neto*
Hair out	*Pelo fuera*
Pick up nothing on floor	*Pico arriba*
USDA Tag—do not move	*Inspector etieuta—hacer no movimiento*
Great job	*Grande empleo*
Slow down	*Lento abajo*
Remove coat when leave floor (Is this good English?)	*Quitar saco cuando licencia suelo*
Weigh in pan at end of day	*Pesar en cacerola a fin de dia*
Watch yield	*Reloj producir*
Keep floors clean—must hit barrel	*Mantener suelo limpio—deder golpe barril*
Punch in	*Puentazo en*
Punch out for the day	*Punetazo fuera para dia*
Sign out sick	*Letrero fuera enfermo*
Sign quit sheet	*Letrero dejar sabana*
Must call in when absent	*Deber llamada en cuando ausente*
Three unexcused days	*Tres excusa dias*
Do not punch in	*Hacer no punetazo en*
Need doctor's note	*Necesidad medico nota*
Hand me time card	*Mano me tiempo tarjeta*
Too much talking	*A mucho platicano*

As you might suspect, with this list of phrases and little or no training in Spanish pronunciation, the supervisors were not always getting the responses they desired. After a worker was injured on the job and rushed to the hospital emergency room (where no one could communicate with him either) the company decided perhaps it was best to send some five of their staff people to a Spanish class. The hospital also sent one person. I was contracted to teach this class.

In the six class sessions, we worked on pronunciation and retranslating the phrases. We added phrases having to do with health. Our biggest challenge was in translating "punch in" and "punch out." After talking with several Spanish teachers and even native Spanish speakers, we came up with several phrases describing what "punch in" and "punch out" really meant. Most of these phrases were lengthy enough to scare off the supervisors. One that worked was: *Fichar la hora de entrada/salida.* Now I'm curious. If anyone knows a short idiomatic phrase for this action in Spanish, please let me know.

Our final, and I think best, solution was to do some Total Physical Response with the commands. Then they were able to use the terms "punch in" and "punch out" quite well and, at last, with the desired results. *Note: if you would care to respond to the author's question, contact Mercia Foster, 4 Riden Circle, Charles City, Iowa 50616-3644.* ED.

CROSS-CULTURAL STUDIES: THE MEXICAN SCHOOL SYSTEM
Department of Foreign Languages and Literatures
Iowa State University

The Department of Foreign Languages and Literatures at ISU sponsors a Spanish study abroad program in Cuernavaca, Morelos, Mexico, for students and faculty members. The department is exploring additional possibilities for interaction and exchange between elementary and secondary school teachers and students in Iowa and Cuernavaca. Please help shape these opportunities so that they meet your interests and needs by completing the following questionnaire. **Please return by April 15 to the address listed below.**

1. Would you be interested in studying Spanish in Cuernavaca? (Beginning, intermediate, and advanced levels of study are available.)
   Circle one: **Yes** **No**

   If yes, please explain at which level and what type of study would be most valuable to you:

   ____

   ____

   ____

2. Would you be interested in visiting Cuernavaca schools during the summer?
   Circle one: **Yes** **No**

   If yes, please explain:
   a) For what length of time?

   Circle one: **1 week** **2 weeks** **3 weeks** **4 weeks**
   Other, explain:______________________________

   b) Which level/s?
   Circle all that apply: **Elementary** **Secondary**

   c) When would a visit be most convenient for you? (Mexican schools are still in session during these times.)

   Circle all that apply:
   June: **second week** **third week** **fourth week**

   July: **first week**

3. If it were available, would you be interested in college credit for participating in these experiences?
   Circle one: **Yes** **No**

4. Would you be interested in hosting a teacher from Cuernavaca in your home?
   Circle one: **Yes** **No**

   If yes, please explain:
   a) When would be most convenient for you? (Mexican schools are on holiday during these times.)

   Circle all that apply:
   March: **fourth week**

   April: **first week**

   July: **second week** **third week** **fourth week**

   December: **third week** **fourth week**

5. Would you be interested in having your Spanish classes participate in an exchange of information and/or realia with Cuernavaca schools?
Circle one: **Yes** **No**

If yes, please describe the type of exchange you would envision:

6. Would you be interested in arranging for student exchanges between your school and a school in Cuernavaca?
Circle one: **Yes** **No**

Would you be able to make the arrangements for family visits for students from the Cuernavaca schools in your community?
Circle one: **Yes** **No**

7. How would you envision these student exchanges?

8. What other ideas would you have for exchanges between Mexican and Iowa schools?

9. Include here any questions or comments that you might have:

Pleas include the following information if you would like to stay informed about the programs that are developed:

Name Street
City State Zip
School Street
City State Zip
Home Telephone School Telephone
Level Taught Language/s

Please return by April 15 to:
Marcia H. Rosenbusch, Cuernavaca Program, Department of Foreign Languages and Literatures, 300 Pearson Hall, Iowa State University, Ames, Iowa 50011

The Framework

The K-12 Student Standards Task Force met in mid-November to draft a framework and sample exit standards. Rather than trying to write "x" number of individual standards in isolation, the group approached their task by looking for broad areas within foreign language education in which they felt standards needed to be developed—those things which all students should be able to do with a foreign language. Based on their Statement of Underlying Principles developed earlier in the project, they identified six such areas. The task force determined that foreign language education should enable students to:

- *communicate across cultures.* This is generally viewed as the primary goal of language instruction and includes both the oral and written modalities (speaking, listening, reading, and writing). It is in this area where the foreign language profession's focus on proficiency will be of most use.
- *develop insight into their own language and culture.* While learning to communicate in a foreign language is a primary objective of language instruction, there is a need to move beyond skills and begin to focus on other benefits of foreign language education. One of the primary residual benefits which thelanguage profession has never formally assessed is the insight developed by foreign language students into their own language and culture.
- *acquire new information/content through L2.* As students work in L2 (the foreign language), they learn things about other disciplines and other subject matter that they may never have broached in L1 (the native language), and the standards need to reflect that fact.
- *make connections with other disciplines.* Language education needs to be connected to work being done in other subject areas, and the standards need to show that connected study is more meaningful than the study of either the language alone or the other discipline alone.
- *participate more fully in the global community/marketplace.* Much of the rhetoric surrounding foreign language study today concerns the ability to function in our global society. If we as a profession cannot develop standards in this area, then we'd better stop the rhetoric. It should be noted that the task force uses the terms community and marketplace as two separate things. Many of today's foreign language students are pursuing language study to deal with social and economic issues in their communities within the United States–the term "community" applies in this case. The term "global marketplace" is used to signify the more directly commercial situation of international business and trade.
- *demonstrate familiarity with the intellectual, artistic, and literary contributions of target cultures.* This area includes the traditional "civilization" content that enriches an emphasis on communication.

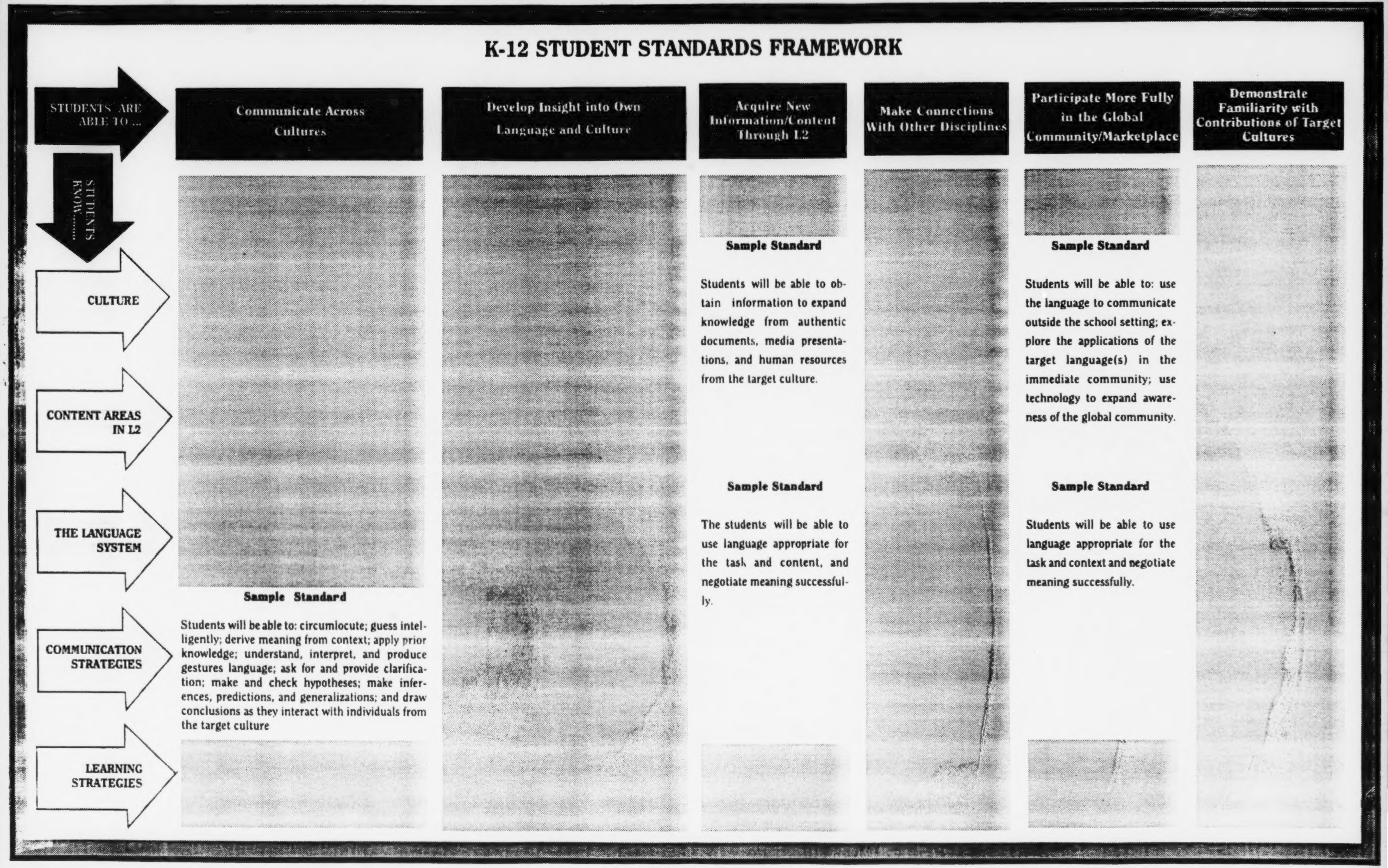
The task force next sought to link these areas to specific aspects of the foreign language curriculum–specific curricular experiences that would need to occur in order for the standards to be met. In other words, what types of knowledge would students need in order to communicate across cultures, develop insight into their own language and culture, etc. Five areas were identified: *study of culture, study of the language system, study of communication strategies, study of learning strategies, and study of content areas.* These two elements provide the overall framework within which standards will be developed. The table on the following page provides a graphic illustration of the framework: under each of the six goals, standards will be developed which focus on each of the five curricular experiences.

Testing the Framework

Once the framework was established, its feasibility was tested by attempting to develop standards in some of these areas. For example, when looking at the area of *Communicate Across Cultures,* the task force focused on the types of *communication strategies* students would need to achieve this goal. The standard they devised was:

(Continued after chart)

K-12 STUDENT STANDARDS FRAMEWORK



STUDENTS ARE ABLE TO ...
STUDENTS KNOW......
Communicate Across Cultures
Develop Insight into Own Language and Culture
Acquire New Information/Content Through L2
Make Connections With Other Disciplines
Participate More Fully in the Global Community/Marketplace
Demonstrate Familiarity with Contributions of Target Cultures
CULTURE
CONTENT AREAS IN L2
THE LANGUAGE SYSTEM
COMMUNICATION STRATEGIES
LEARNING STRATEGIES

Sample Standard

Students will be able to: circumlocute; guess intelligently; derive meaning from context; apply prior knowledge; understand, interpret, and produce gestures language; ask for and provide clarification; make and check hypotheses; make inferences, predictions, and generalizations; and draw conclusions as they interact with individuals from the target culture

Sample Standard

Students will be able to obtain information to expand knowledge from authentic documents, media presentations, and human resources from the target culture.

Sample Standard

The students will be able to use language appropriate for the task and content, and negotiate meaning successfully.

Sample Standard

Students will be able to: use the language to communicate outside the school setting; explore the applications of the target language(s) in the immediate community; use technology to expand awareness of the global community.

Sample Standard

Students will be able to use language appropriate for the task and context and negotiate meaning successfully.

SAMPLE STANDARD
Communication Across Cultures: Communication Strategies

Students will be able to: circumlocute; guess intelligently; derive meaning from context; apply prior knowledge; understand, interpret, and produce gestures language; ask for and provide clarification; make and check hypotheses; make inferences, predictions, and generalizations; and draw conclusions as they interact with individuals from the target culture.

In the area, Acquiring New Information/Content Through L2, the Task Force combined the *study of culture* with the *study of content*, and the study of the *language system* and *communication strategies* was also combined to produce the following two standards:

SAMPLE STANDARD
Acquire New Information/Content: Culture & Content

Students will be able to: obtain information to expand knowledge from authentic documents, media presentations, and human resources from the target culture.

SAMPLE STANDARD
Acquire New Information/Content: Language System & Communication Strategies

Students will be able to: use language appropriate for the task and content and negotiate meaning successfully.

These curricular experiences combined in a similar fashion for the area, Participating in the Global Community. Two standards were developed as follows:

SAMPLE STANDARD
Participate in the Global Community: Culture & Content

Students will be able to: use language to communicate outside the school setting; explore the applications of the target language(s) in the immediate community; use technology to expand awareness of the global community.

SAMPLE STANDARD
Participate in the Global Community: Language System & Communication Strategies

Students will be able to: use language appropriate for the task and context and negotiate meaning successfully.

The group chose to focus first on exit standards–what students should know and be able to do by the time they finish high school. Once the exit standards have been established, they will work in reverse order in developing the benchmarks in the K-12 curriculum which will indicate progress toward achieving the exit standards. It should be noted that the standards presented here are samples only of the *types* of standards the task force is hoping to produce. Above all the standards must be flexible–attainable by students starting at different times and participating in different types of programs. At the same time, they will not enforce the status quo. If these standards are to be met, foreign language education in this country must change, and it is hoped that these samples help illustrate what those changes might be.

Cajun Music *from page 5*

Fry, M., & Posner, J. (1992). *Cajun country guide.* Gretna, LA: Pelican.

Meynard, D. L. (1991). *Alligator stomp.* (Compact disc.) Rhino R2 70740.

Richard, Z. (1989). *Mardi gras mambo.* (Compact disc.) Rounder 6037.

Tchoupitoulas, W. & Zydeco, B. (1991). *Around the world.* (Compact disc.) Antilles 422-848 208-2.

Trosclair, & Rice, J. (Illustrator). (1992). *Cajun night before Christmas.* Gretna, LA: Pelican.

Voorhies, J. (1985). *Contes folkloriques de la jeunesse Louisianaise.* Lafayette, LA: Média-Louisiane.

Whatley, R. P. & Jannise, H. (1992). *Conversational Cajun French 1.* Gretna, LA: Pelican.

Standards Questionnaire: The Framework

The K-12 Student Standards Task Force requests your input on the proposed Standards Framework (see insert). Please complete the following questionnaire and send your response to **Standards Project, ACTFL, 6 Executive Plaza, Yonkers, NY 10701-6801.**

1. Is the framework design that links student outcomes and curriculum effective? Why or why not?
2. Are there standards areas (horizontal categories) that should be added? Deleted? Combined?
3. Are there areas in the curriculum (vertical categories) that should be added? Deleted? Combined?
4. Look at the examples the task force drafted to test the framework. Do you see any of these as being potential standards? Please cite or comment.
5. Would you propose a few "exit standards" for all students leaving school using this grid?
6. Any further advice or comment to the Task Force to advance their writing of the draft standards?

FLES Reviews. . .

Reviews of literature and materials of interest to FLES teachers are included in each issue. Although the reviews have been divided into French, German, and Spanish, you may find materials of interest to all FLES teachers in each section as well as language specific material. If you are acquainted with FLES materials, books, or articles that would be of interest to other FLES teachers, please send information about them to the appropriate reviewer.

FRENCH: Cathy Stone, Box 247
Ogen, IA 50212
GERMAN: Chris Joslin, 2612 38th St.
Des Moines, IA 50310
SPANISH: Leslie Schrier, 814 Independence
Pella, IA 50219

Spanish

Rainaud, S. (Illustrator). (1991.) *Let's Learn About Spain.* Lincolnwood, IL: National Textbook.

Let's Learn About Spain, is a good resource book for the FLES teacher. The clear instructions and clever illustrations can provide the classroom teacher with weeks of hands-on activities for students. Thirty-two pages of games, puzzles, and activities in this delightful book help augment instruction on Spain. Pages 10-11, for example, emphasize the culture of Spain. The first activity tells the teacher how the students can create buttons that illustrate aspects of the bullfight. Illustrations of the bulls and matadors are provides as well as a list of the other materials needed: tracing materials, cardboard, and safety pins, to attach the buttons. The next activity, a maze activity and a map reading exercise help encourage the students to find the home (castle) of the Spanish royalty in Madrid. The last activity on this page is very inventive. This activity presents two paintings by Picasso and Miró in a paint-by-number task. When students finish painting, they deduce the titles of these fine examples of Spanish modern art from a given list.

Perhaps the most useful aspect of this book, is that it can inspire the teacher to create activities that mirror the ones presented in the text. These activities can also serve well as models for lessons other than those on Spain.

GERMAN

Kunterbunt. (1990). (Unser Lesebuch für Klasse 2, Unser Sprachbuch für Klasse 2, Arbeitsheft, Lehrerband für Klasse 2) Stuttgart und Düsseldorf, Germany: Ernst Klett Schulbuchverlag.

This set of school books consists of a reader, a language book with accompanying workbook, and a teacher's guide. These books are used throughout Germany by students in second grade. *The Lesebuch* (the reader) is a collection of age-appropriate literature, short stories, poetry, counting rhymes, cartoons, and dialogues, illustrated with multi-colored drawings and photographs. The selections are divided into thirteen thematic units which utilize progressively more difficult themes and vocabulary. The early units focus on home, family, transportation, and the school while later units explore magic, bookwriting, the holidays, and seasons. An interesting cultural note is that the winter season includes stories and poems about St. Nikolaus and the biblical Christmas story which would not be allowed in public school texts in the United States.

The Sprachbuch (language arts book) parallels the thematic units with lessons in spelling, grammar, writing, and language exploration. *The Arbeitsheft* is a consumable workbook designed for individual student work in the classroom. It reinforces the lessons in the *Sprachbuch*. *The Lehrerband* is the teacher's guide to the three student books. It gives suggestions on how to use the books and tips on how to correlate the lessons. There are also suggestions for further extension of individual activities. At the end of the book are 18 reproducible pages of activities. Almost all of them are meant to be cut out and manipulated in some way. For example, in the unit on magic, there is a rabbit

(Continued on page 8)

German *from page 7*

that is designed to be copied onto cardstock or construction paper, colored, cut out, and assembled with brads and thread, to make a rabbit with movable ears. The rabbit is supposed to come out of the magician's hat, but it could also be used in the spring around Easter.

Although some of the material may be above the vocabulary level of beginning students and a bit too juvenile for more advanced students, the books offer a wide variety of culturally specific literature, humor, and poetry while giving a slice of everyday life and typical school activities. These books could be very useful in an immersion program and would also be a great resource in FLES or FLEX classes for students with some language background.

The *Iowa FLES*[†]*Newsletter* is a newsletter for teachers of foreign language in the elementary school. The newsletter is published three times a year (spring, fall, and winter). Readers are encouraged to submit information for publication. Deadlines are: spring issue—Feb. 1; fall issue—July 1; winter issue—Nov. 1. The *Iowa FLES Newsletter* is available on a subscription basis: $6.00 in-state and $7.50 out-of-state (out-of-state includes first class mailing).

[†]Foreign Language in the Elementary School.

Marcia H. Rosenbusch, Editor
Iowa FLES Newsletter
Department of Foreign Languages
and Literatures
300 Pearson Hall
Iowa State University
Ames, Iowa 50011

IOWA**FLES**NEWSLETTER

A newsletter for teachers of Foreign Language in the Elementary School.

Volume 10 Number 2 Fall 1994

A Thematic Unit: Animals and Their Habitats

Holly Kaptain
Elementary School Spanish Teacher
West Des Moines, Iowa

How can an elementary school foreign language teacher manage to develop a content-based curriculum for six different grade levels, find and create materials to accomplish the program goals, and still have time to actually teach? This was the dilemma that faced me as a new teacher at Edmunds Academy of Fine Arts in Des Moines, Iowa, two years ago. The school required Spanish instruction twice a week for all students, from all-day kindergarten through fifth grade, which meant meeting with 17 classes (360 students) every two days. It seems planning time is minimal for all teachers, and many FLES materials must be made by hand or modified to be suitable, which is also time-consuming. This dilemma was heightened by the fact that I wanted the curriculum to be content-based and to include a global perspective as much as possible. The result is described here: a content-based unit for the elementary school classroom that focuses on animals and their habitats, including endangered habitats and species. The unit integrates content from the areas of science and social studies and many of the student activities incorporate elements of the physical education, art, and music curricula. This unit is adaptable to any grade level, and allows the multi-grade foreign language teacher to use many materials repeatedly, since the objectives of the curriculum are all centered around the theme of animals.

Rationale for Thematic Instruction

The advantages of creating a curriculum around a single theme go beyond making the teacher's responsibilities more manageable. Students also benefit directly from this kind of curriculum. The state of Iowa has mandated that global perspectives be integrated into the regular classroom curriculum so that students may "acquire a realistic perspective on world issues, problems, and prospectives." A curriculum with a global focus cannot only make students more aware of the world around them, but also helps them recognize and appreciate things in their own neighborhood. Educating students about the problems of the world does little good if they have neither a means nor a reason to use that knowledge. This

(Continued on page 2)

The Editor Writes . . .

The *Iowa FLES Newsletter* has served the profession as an invaluable communications network for ten years. During this time, Iowa's elementary school foreign language programs have increased in number dramatically, in-service and pre-service programs have been established at most Iowa colleges and universities for the preparation of elementary school foreign language teachers, and Iowa's FLES teachers have grown tremendously as professionals. The state of elementary school foreign language education in Iowa is very different in 1994 from what it was in 1984.

Eight years ago, I also became editor of the newsletter of the National Network for Early Language Learning, *FLES News*. Each of these two newsletters has served a different audience and has had a somewhat different focus. In this issue, please note the article on page 10 describing the transformation of the national newsletter, *FLES News*, to that of a refereed journal in the fall of 1995. This change marks another step forward for NNELL in serving as an important voice in the foreign language profession nationally.

Although the decision has not been an easy one to make, I have decided to discontinue the *Iowa FLES Newsletter* after the Winter 1995 issue. In part, this decision is made because the change in NNELL's publication from newsletter to journal will require me to commit a significantly greater amount of time to that publication.

(Continued on page 2)

The Editor Writes *Continued from page 1*

At the same time, I believe that all who are involved in early language learning need to be members of NNELL. In NNELL, members have a voice and vote. They decide the stand the organization will take on national issues and, through the national publication, they are kept informed of events that will ultimately impact their own programs in the state and locally.

If you are not already a member of NNELL, please consider becoming one. Use the money you used in the past to pay for this newsletter to join NNELL (see the membership form on page 8).

If you have recently signed up for the *Iowa FLES Newsletter*, you will receive all issues in this volume: Spring 1994, Fall 1994, and Winter 1995. If you have already submitted your request for a subscription to the next volume of the newsletter, your payment will be returned to you. Look for the final issue of the *Iowa FLES Newsletter* (Winter 1995) in January of 1995.

Attend the 1994 IFLA Conference

The 1994 Iowa Foreign Language Association annual conference will be held October 28-29 at the Crystal Inn and Conference Center, Des Moines, Iowa. The theme of the conference is, "The Future is NOW."

Friday's keynote speaker will be Judith E. Liskin-Gasparro, Assistant Professor of Spanish and Director of the Spanish and Portuguese Language Program at The University of Iowa, who will address the conference on, "Past Imperfect, Present Progressive, Future Articulated: Getting it Together in Foreign Language Teaching." Saturday's keynote speaker will be James Somday, Facilitator with the Department of Language and Cultural Education of Chicago Public schools, who will speak on, "Your Foreign Languages Isn't . . ."

Sessions at the conference that address elementary school foreign language education include the following:

National Network for Early Language Learning (NNELL) Networking Session. Jeanette M. Borich, Donna Grunstad, and Mercia Foster.

Swap Shop: Elementary Level. Paris Sangrene.

Gee-whiz-ography in the Foreign Language Classroom. Chris Joslin and Mercia Foster.

How to Develop FLES Units. Alicia Van Bergen.

¡Viva Mexico! Two Units for the Elementary Classroom. Jeanette Borich.

Semantic Fields in the Curriculum of a Communicative Spanish Course for Children. Hildegard Morales-Gomez.

Conference registration, including membership in IFLA, is $55. For more information about the conference contact co-program chair, **Candace Van Dyke (515-255-4192).**

A Thematic Unit *Continued from page 1*

curriculum, allows students to examine current global issues from a hands-on perspective.

Students also benefit from a single-theme content because this curriculum complements the curriculum in the regular classroom. It is impossible for many FLES teachers to teach the regular classroom content due to the sheer number of classes they meet and the uniqueness of the content in each classroom. With a broad theme, however, correlation with the regular classroom curriculum is inevitable, since the subject content of most disciplines are integrated into the theme. Where time does permit, the FLES teacher collaborates with the regular classroom teacher to focus on specific content that the students are studying currently. If the content is already somewhat familiar, students can assimilate new information easily, even when that information is being given in a foreign language! Content-based curriculum has the advantage of improving students' acquisition of the foreign language. Designing content-based curriculum around a single theme is helpful in providing a meaningful context for all new information presented, and for contextualizing the many subject areas that are integrated into the curriculum. All of this aids the students' comprehension of the content material presented and results in improved language acquisition.

Framework for Instruction

Before designing the objectives of the curriculum, it is important to define the framework within which the curriculum is taught. As we already know, students perform better when they are in a familiar and comfortable setting. To conduct a class entirely in the target language, many teachers use routine to put students at ease. FLES classes are no exception. In order to give the students a familiar context, class was begun every day in the same way, very similar to that of the regular classroom teachers. This is particularly crucial for the elementary grades, since the classroom routine can be the vehicle for teaching salutations/farewells, days of the week, months, seasons, time and date, numbers, weather expressions, simple requests (may I go to the restroom, may I borrow a pencil, etc.), and classroom directions (sit down, line up, sit in a circle, etc.). The focus of the curriculum is not on these topics, but they are taught initially to facilitate understanding of the routine, and then reviewed constantly throughout the year. Songs can also be part of the routine, especially around holidays or special events. In fact, I have found that if I skip something in the opening routine, many students remind me of it so they can take part in it. Routines do not detract from the content focus of the curriculum—this is exactly what students expect in school.

Unit Objectives

The foundation of this unit on animals is the student objectives. The objectives were written for a year-long program, with student contact time of approximately two hours a week for fourth and fifth graders and an hour a week for kindergarten through third graders. The objectives, however, may be altered to suit the needs of your program or age level. Many of the objectives are interrelated and some are not crucial to the focus of the unit which is endangered habitats and their animal life.

(Continued on page 3)

A Thematic Unit *Continued from page 2*

The objectives (see pages 4 and 5) are arranged in the order in which they were taught. This, too, is a flexible arrangement, since certain objectives may correlate better with the regular classroom curriculum at a different time. The grade level(s) targeted by each objective are indicated. Grades four and five are indicated most often because they received the most hours of instruction.

It is not anticipated that any objective can be achieved in one short lesson. Rather, several of the objectives may require much more time than one class period. Be prepared to repeat and review some of the material several times and in several different ways. This is especially the case where mastery of vocabulary is concerned. I have included lesson plans using a few of the objectives below. Most of the materials were either made (like pictures cut from magazines), purchased at stores around Des Moines, or borrowed from other teachers (making friends with the social studies and science teachers is a very good idea!).

OBJECTIVE 4: Students will be able to contrast the characteristics of cold-blooded and warm-blooded animals.

This lesson is taught in three parts. Each part will be treated as an individual lesson.

LESSON 1: Students will perform a preliminary sorting activity of the animals they already know into the categories of warm-blooded and cold-blooded.

Materials: Pictures of all the animals the students have learned. (Make sure that there is ample representation of both warm- and cold-blooded animals! I bought some animal flashcards at stores such as Wal Mart or Target).

Large hoops/rings for the sorting activity—about 18" across (I made mine from recycled garden hose I bought at a hardware store. Hula hoops also work fine.)

Two category cards, one labeled *de sangre fría* (cold-blooded), the other labeled *de sangre caliente* (warm-blooded). To make the categories clearer, I drew blue waves below *fría* (cold) and heat waves around *caliente* (hot).

Procedures:

1. Setup (5 min.) Have students sit in a circle on the floor. Place the two rings in the middle of the circle. Read each card and place the category card within the correct circle. As each card is placed, emphasize *fría* by shivering, and *caliente* by wiping the brow and fanning yourself. To help students understand *sangre* (blood), try making a mark on yourself with red ink, to feign an injury, or use a picture of the first-aid red cross or other visual aids. Students are very good at understanding meaning from such clues.

2. Sorting (15-20 min.) Review the pictures of the different animals. This is a good time to go over vocabulary. Each student receives a card/picture (or two, depending on how many are used), and must put the picture in the circle they think is correct. It is important to emphasize there are no right or wrong answers! I said, *No hay ideas correctas ni falsas. Todas las ideas son buenas.* (There are no correct nor wrong ideas. All the ideas are good.) During the placing of the cards, the students were not allowed to correct other students nor to look at me or each other for help.

3. Conclusion (5 min.) Briefly discuss the activity in English. Ask questions that provoke more thought about the activity and the upcoming lesson, Are all these animals classified correctly? Why or why not? What do you need to know in order to put them in the right group? This kind of foreshadowing prepares the students for the new information presented in the next lesson.

LESSON 2: Students will observe how external temperatures affect the internal temperatures of both warm-blooded and cold-blooded animals.

Materials: Three medium sized bowls (preferably clear).

Three large and easy-to-read thermometers (like a plastic kitchen/microwave thermometer).

In each bowl place one: ice water, water at room temperature, and hot water (at least 130-140°). (A hot pot or electric tea-kettle is perfect for keeping water hot for each class. Use an ice chest for the ice.)

Labels for bowls—*clima frío, clima cálido, clima agradable* (cold climate, hot climate, comfortable climate).

Recording sheets for each student (see Handout A, page 6).

Two large, plastic Easter eggs or any other waterproof container, such as a plastic cup with holes (large enough for the thermometer to fit through) cut in the top. One is filled with regular water, the other has a heat pack. (Use the kind that fits inside of your glove. These can be purchased at Wal-Mart or at Walgreen's.) Two labels, one for *el animal de sangre fría*, (the cold-blooded animal) and one for *el animal de sangre caliente* (the warm-blooded animal), kept by each egg.

Procedures:

Set up before class begins. Have the different waters each in their respective bowls, with the labels in front, clearly visible. Have the two eggs ready, with their labels by or on them. Thermometers should be next to each bowl.

1. Setup (8-10 min.) This requires some good guesswork from the students in order for them to understand *cambia* (change). Pass out the recording sheets. *Temperatura* (temperature) and the temperature words will be guessed very quickly by the students. There are several different ways to illustrate the concept of *cambia*, I used two identical faces side-by-side on the overhead. The next overhead showed the same faces, except this time, one had colored eyes, hair and lips. Pointing to the one that had changed, I asked, *¿Cambia? Sí, cambia.* (Does it change? Yes, it changes.) To the one that had remained the same, I asked, *¿Cambia? No, no cambia.* (Does it change? No, it doesn't change.) After several repetitions, children started guessing the correct meaning.

(Continued on page 5)

A Thematic Unit: Animals and Their Habitats—Unit Objectives

	At the end of this unit, students will be able to:	**Grade Level**					
1.	Point to the correct animal when its Spanish name is spoken. (Student will be distinguishing between 15-20 different animals.)	K	1	2	3	4	5
2.	Label orally and in writing 30 different zoo animals with 95% accuracy.				3	4	5
3.	Classify animals into two groups: those with fur/skin, and those without (with scales). (Samples of real fur, leather, and snakeskin (or any reptile) really makes this come alive for students, particularly the lower grades.)	K	1	2	3		
4.	Contrast the characteristics of cold-blooded and warm-blooded animals					4	5
5.	Apply their knowledge of the differing characteristics between warm and cold-blooded animals and classify the animals they have learned by their appropriate group. (At this point, it is very helpful to teach *es* and *son* to the students, in anticipation of the writing activities. This is done without teaching formal grammar.)					4	5
6.	Sort warm-blooded animals by their sub-groups mammals, and birds.					4	5
7.	Sort cold-blooded animals by their sub-groups fish, amphibians, and reptiles.					4	5
8.	Identify seven basic land regions—river, mountains, desert, forest, ocean, plains, rainforest/jungle. (This includes sorting pictures according to written word, oral labeling.)	K	1	2	3	4	5
9.	Explain the concept *habitat* and recognize that there are several different habitats in each continent all over the world. (Use Venn diagram and earth pictures.)	K	1	2	3	4	5
10.	Describe and locate major examples of land regions/habitats within each of the seven continents. (First and second grades will not locate all of the seven regions.)		1	2	3	4	5
11.	Name the land regions found within the U.S. and Iowa.				3	4	5
12.	Name the climate typical for any given land region. (This provides students with an excellent opportunity to capitalize on their knowledge of the basic weather expressions. It is also important to bring up the official definition of desert, since Antarctica is classified as a desert [classification depends on annual rainfall]).			2	3	4	5
13.	Demonstrate understanding the difference in seasons north and south of the equator. Students should be able to answer the question, "Where on the earth is it the hottest all the time and why?" (For this activity, use a real globe and light in a darkened room to create a mini-model of our solar system. This makes understanding the distance from the sun much easier.)				3	4	5
14.	Classify specified animals by their proper habitat/land region. (Classify only those animals that are habitat-specific.)	K	1	2	3	4	5
15.	Classify all animals learned by habitat. (This includes distinguishing which animals have multiple habitats.)				3	4	5
16.	Conclude which animals live within the students' state.			2	3	4	5
17.	Locate all seven continent in their proper location on the globe with 85% accuracy; 95% accuracy for fifth grade.				3	4	5
18.	Hypothesize which animals live on which continent given the natural habitat of these animals and also the regions typical on each continent. (It is very important at this point for students to realize that while certain animals will always live in a certain habitat, they might not always live in every continent that has that habitat. For example, although tigers are found in jungles/forests, they are only found in Asia.)				3	4	5
19.	Recognize man as an advanced animal and demonstrate his adaptability with regard to habitat. (This is an important distinction to be made. Man is capable of living in any environment; man can manipulate the environment. Students will usually come to this conclusion on their own when you ask why man can live anywhere while most animals cannot.)	K	1	2	3	4	5
20.	Explain why certain animals are habitat-dependent and others are not.	K	1	2	3	4	5
21.	Explain that animals need food and shelter and have specific needs. kindergarten and first grades,	K	1	2	3	4	5

(Continued on page 5)

Unit Objectives *Continued from page 4*

At the end of this unit, students will be able to:	**Grade Level**					
22. Classify animals by the categories: herbivore, carnivore, and omnivore. (Using a Venn diagram, discuss where students would place themselves, and have them generalize where to put the picture of humans. For kindergarten and first grades, classify animals that are more obvious to the students (i.e., tiger, elephant, lion, giraffe).	K	1	2	3	4	5
23. Evaluate the consequences if an animal is unable to find food due to vanishing habitats and resources.	K	1	2	3	4	5
24. Identify which animals are endangered (close to extinction) and classify them by habitat and continent. (Kindergarten, first, and second grades will classify endangered animals by habitat only.)	K	1	2	3	4	5
25. Recognize that many endangered animals have a common habitat: the rainforest.	K	1	2	3	4	5
26. Examine and list reasons why animals are in danger of extinction.	K	1	2	3	4	5
27. Create a "rainforest" within the classroom.	K	1	2	3	4	5
28. Simulate deforestation by destroying part of the classroom rainforest.	K	1	2	3	4	5
29. Evaluate the effects deforestation has on its inhabitants (both humans and animals).	K	1	2	3	4	5
30. Propose solutions for preserving wildlife or preventing their extinction.	K	1	2	3	4	5
31. Name organizations already involved in wildlife preservation.	K	1	2	3	4	5
32. Name and evaluate measures already being taken to preserve wildlife. (The evaluation at this point is very important. It is up to the students to decide, given the facts, if enough is being done to protect the environment, and if the environment is worth protecting. Discussion at this point will need to take place in the primary language.)				3	4	5
33. Devise a plan of action to help protect wildlife and rainforests which can be implemented schoolwide during the school year.	K	1	2	3	4	5
34. Relate the global issue of extinction and deforestation to their own personal experience: What effect does it have on them today, and why is it significant?	K	1	2	3	4	5

A Thematic Unit *Continued from page 4*

When students understand all parts of the recording sheets, have them take their pencils and sheets over to the table where the bowls are set. Students should gather around the table so all can see.

2. Experiment (15-20 min.) Begin with one of the eggs (which represent the animals). Tell if it is warm-blooded or cold-blooded as you point out the respective labels. Repeat several times. Then point to each bowl, repeating the label several times.

Take the first "animal's" temperature. Have the students record it. (If they still don't know their numbers up to 100, write the number on the board so they can copy it.)

Place the "animal" into the first bowl, and then insert the thermometer. After a few minutes, when the mercury is not moving any longer, ask a child to read the temperature. All students should record the temperature on their recording sheet as you record it on the transparency. Then ask, *¿Cambia?* (Does it change?)

Repeat the process for the next two bowls.

Now take the second "animal." Repeat the same process as before. With the warm-blooded "animal," do not leave it too long in any bowl. You want the temperature readings to be the same each time.

3. Conclusion (5-10 min.) Have students return to their seats. On the overhead, review the results again together, allowing students to give you the information. In the target language repeat the findings: *¿Cambia la temperature de los animales de sangre fría? ¡Sí! ¿Cambia la temperature de los animales de sangre caliente? No!* (Does the temperature of the cold-blooded animals change? Yes! Does the temperature of the warm-blooded animals change? No!)

In English, ask students to clarify the experiment. Ask how this new information relates to us—are we cold-blooded or warm-blooded? Are there other ways to tell the difference between warm- and cold-blooded? How can they tell without a doubt whether an animal is warm-blooded or cold-blooded? (Only by taking its temperature in different environments!) Now ask how we usually tell cold-blooded and warm-blooded animals apart. (This is to lead into the next lesson—the obvious characteristics of each group).

LESSON 3: Students will list which of the five animal groups are cold-blooded, and which are warm-blooded. Students then will list the physical characteristics typical of each group.

Materials: Pictures or real samples of fur, leather, reptile skin, nursing baby, egg, feather, beak, tooth.

(Continued on page 6)

A Thematic Unit *Continued from page 4*

Clear pictures of lungs, and gills. (Use a health textbook for pictures of lungs; pictures of sharks are excellent for gills because the gills are very easy to see.)

Recording sheet for different animal groups (Handout B, page 7).

Several animal pictures from each animal group (amphibian, fish, reptile, mammal, bird).

Master vocabulary list of physical characteristics. See Transparency A, page 7 (the English translation is not included as it is here). You might want to do a small line drawing of each object right on the transparency to make meaning immediately obvious.)

Procedures

1. Setup (10 min.) Show the vocabulary list on the transparency. Introduce each word, repeating it several times, and show a sample or picture for that item. Have as many concrete referents as possible for each expression to make meaning clear to the students. The line drawings are especially useful to symbolize meaning. Encourage student repetition by asking either/or questions: *¿Tienen plumas o tienen huevos?* (Do they have feathers or eggs?)

2. Classification: Pass out the sheet for recording characteristics (Handout B). Put the transparency of the handout on the overhead projector. Show pictures of animals that are amphibians, *los animales anfibios*. Ask, *¿Tienen piel?* (Do they have skin/ fur?) Go through and ask the same using all vocabulary.

Handout A

¿Cambia la temperatura?

Los animales de sangre caliente

en un clima frío: ____________________

en un clima cálido: ____________________

en un clima agradable: ____________________

¿Cambia la temperature de la sangre?

____

Los animales de sangre fría

en un clima frío: ____________________

en un clima cálido: ____________________

en un clima agradable: ____________________

¿Cambia la temperatura de la sangre?

____

¿Cuál es la diferencia?

(Continued on page 7)

Write on the overhead transparency those that apply for each group. Indicate to students that they should copy this information on their handout. It is especially important to point out that amphibians breathe both air and water—they are born with gills and develop lungs as they mature.

3. Conclusion (5-10 min.) Look for similarities among groups. Note that cold-blooded animals usually have scales; mammals have fur, skin, or feathers. Mammals always breathe air, although many can live in the ocean. This is important to point out later, when habitats are introduced. At the end ask some questions in English. Which group is the most unique? Birds? And why? Ask what *tienen* probably means.

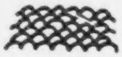
Follow-up lesson: Students should be able to classify all the animals they have learned by the five groups.

For more information contact Holly Kaptain, Clive Elementary, 1600 73rd St., Des Moines, IA 50322.

Transparency A

tienen piel (they have skin/fur)

tienen escamas (they have scales)



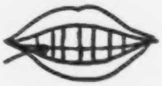
tienen plumas (they have feathers)

tienen crías (they have babies)

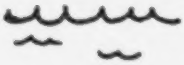
tienen huevos (they have eggs)

tienen pico (they have beaks)

tienen dientes (they have teeth)



respiran en el agua (tienen agallas) (they breathe water/they have gills)



respiran aire (tienen pulmones) (they breath air/they have lungs)

Handout B

Los Animales

de sangre fría: *(la temperatura interna cambia con el ambiente)*

1. *Los Animales Anfíbios*
   1.
   2.
   3.
   4.
2. *Los Peces:*
   1.
   2.
   3.
   4.
3. *Los Reptiles:*
   1.
   2.
   3.
   4.

de sangre caliente: *(la temperatura interna no cambia)*

1. *Los Mamíferos*
   1.
   2.
   3.
   4.
2. *Los Pájaros*
   1.
   2.
   3.
   4.

Central American Children Speak: Our Lives and Our Dreams

The Resource Center of The Americas announces the release of its new video for children and youth, *Central American Children Speak: Our Lives and Our Dreams*. Intriguing to students of all ages, this 40-minute videotape introduces the viewers to six compelling young people from Guatemala and Nicaragua, of different ages and different backgrounds. Filmed on location in their schools, homes, villages and cities, these youth introduce us—through their own words—to their lives, families, struggles and joys.

The video begins in a classroom in Minneapolis where fourth grade students have been studying Central America and want to know more about children there. They have many questions about their Central American peers concerning their schools, clothes, pets, families, work and fears. This video helps children to learn from other children.

Viewers then travel to Central America where they are introduced to María and Karin, who live and study in the Guatemala City neighborhood of La Isla and who fear that their land will be taken from them; Evelin, a Mayan girl from the highlands who weaves beautiful fabrics; Orlando, who sells bread with his father and brothers in the streets of Managua, Nicaragua; Jonni, who farms with his father and attends a "*campesino* university" in Esteli, Nicaragua; and Lisbet and Rafael, Nicaraguan musicians on a radio program produced by and for children. Through the daily lives of these children, students learn that all children have similar dreams, fears and hopes.

Central American Children Speak is produced by the Resource Center of The Americas, a nonprofit educational organization in Minneapolis, MN, and filmed by Telequest, Incorporated, Princeton, NJ. It is available in both English and Spanish, and can be shown in five individual segments.

A 25-page study guide provides background information about the children and their countries, and offers ten critical thinking exercises along with teaching activities in social studies, Spanish language, art, reading, math, music, and geometry classes. The cost of the video and study guide is $75 for schools and other institutions and $35 for individuals. For more information contact Meredith Sommers, 317 - 17th Avenue S.E., Minneapolis, MN 55414-2077 (612-627-9445; FAX 612-627-9450).

Membership Form (1994–1995)

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National K-12 Foreign Language Resource Center

Iowa State University, Ames, Iowa

Bulletin 1 Fall 1994

The National K-12 Foreign Language Resource Center, one of six national centers funded by the U.S. Department of Education, was established to support K-12 foreign language education nationally. The Center provides this first report to inform the profession about its work in progress.

Summer Institutes

Upon receiving funding in February 1994, the Center sent information to the profession about the opportunity for participation in its four 1994 summer institutes held at Iowa State University via 10,000 flyers mailed out as well as distributed at conferences. The Center received 1,138 requests for applications and 357 applications for the 86 spots available. Interest was especially high for the technology institutes with 155 applicants for the 20 spots in the New Technologies Institute. Participants represented 36 of the 50 states and ten languages: Chinese, French, German, Hebrew, Japanese, Latin, Quechua, Romanian, Russian, and Spanish.

One of the goals of the institute training is for participants to share their new information with foreign language educators nationally. Participants of each institute have formed small groups (3-5 individuals) each of which has selected a project to complete during fall semester. This project will allow the group members to further explore a topic identified at the institute and to prepare a product based on their research that can be shared with the profession.

All participants received training in the use of electronic mail (e-mail) to facilitate post-institute communication. E-mail is the means by which group members communicate on a regular basis about their project and receive professional support from colleagues and institute leaders. By mid-September approximately 63% of the participants were on an e-mail system, with the number increasing daily. This is a very high percentage for elementary and secondary teachers. Janine Shelley, Technology Coordinator, Iowa State University, provided the training in e-mail at the institutes and monitors the start up and use of the system among the participants.

Teacher Partnership Institute. June 18-28, 1994. Institute leaders: Carol Ann Pesola, Concordia College, Moorhead, MN; Nancy Rhodes, Center for Applied Linguistics, Washington, DC; Karen Willetts, Montgomery County Public Schools, Rockville, MD.

Professional development was provided to 13 practicing K-6 teachers--representing FLEX, FLES, and immersion programs teaching French, Japanese, Latin, and Spanish--and 9 teacher educators from institutions of higher education. Participants explored appropriate curricula, strategies, materials, activities, technology, and assessment for K-6 foreign language programs. An important outcome of this institute will be enhanced university teacher preparation programs at the K-6 level for pre-service and inservice foreign language teachers.

Group projects include the following: *Thematic Units*---Gather thematic units from FLES, FLEX, and immersion programs and make them accessible to the profession; *Costa Rican Thematic Unit*--Design a thematic unit based on a Costa Rican story. Define the thematic unit development process and report on its effectiveness; *Video of Elementary School Foreign Language Programs*--Create a video that will provide an overview of FLES, FLEX, and immersion programs through sample lessons on a common theme in various languages and at different grade levels; *K-6 Teacher Certification*--Survey state consultants and institutions of higher learning in states with mandates for early foreign language programs to determine if the supply of certified K-6 foreign language teachers will meet the demand as mandates take effect; *Elementary-Middle School Immersion Program Articulation*--Program articulation between elementary and middle schools in long-standing immersion programs will be examined as a basis for developing guidelines for successful articulation of Japanese programs just expanding to the middle school.

Curriculum Institute. August 6-11, 1994. Institute leaders: Helena Curtain, Milwaukee Public Schools, Milwaukee, WI and Carol Ann Pesola, Concordia College, Moorhead, MN.

A group of 19 experienced and practicing K-12 foreign language teachers and 5 foreign language curriculum specialists collaborated to identify and address common problems of articulation and to explore the impact of long-sequence foreign language programs and the standards movement.

Group projects are the following: *Curriculum Guide Identification*--Identify existing second language curriculum guides that are spiraled (recursive, layered, recycled) and which can be used as models for the development of new curricula. *Networking in Rural States*--Develop a prototype for curriculum information networking in low population states. *Learner-Centered Activities*--Research and provide a guide for learner-centered activities; *K-12 Curriculum Obstacles*--Identify and define obstacles to the implementation of a K-12 curriculum related to the National Standards; *Curriculum Resources*--Identify on-going projects at the state, regional, and national levels for which curriculum specialists committed to K-12 articulation can provide service as resources; *Middle School/High School Transition*--Identify factors that make for successful transition of students from middle school to high school.

New Technologies in the Foreign Language Classroom Institute. August 6-11, 1994. Institute leaders: Janine Shelley, Iowa State University, Ames, IA and Karen Willetts, Montgomery County Public Schools, Rockville, MD.

Twenty K-12 practicing foreign language educators, experienced in using computers, previewed exemplary foreign language courseware and explored the enhancement of the existing curricula through the development of lessons using computer mediated communication and the Internet.

Group projects include: *Internet Applications*--Compile a list of Internet sources of information and applications useful for lesson development for the foreign language classroom and provide examples of resulting lesson plans; *Literary Magazine*--Establish a student-run literary magazine for French and German high school students in selected schools. Develop the magazine via e-mail and document the process and outcomes of the project; *Tool Software*--Utilize tool software to generate and pilot lessons for elementary and middle school foreign language classrooms, documenting the applications; *Spanish Newsletter*--Guide fourth year Spanish students from selected schools in the use of e-mail to develop a newsletter on international, national, regional, and school topics.

Interactive Multimedia Institute. August 13-18, 1994. Institute leaders: Karen Willetts, Montgomery County Public Schools, Rockville, MD and Janine Shelley, Iowa State University, Ames, IA.

The 20 participants, all with a basic working knowledge of the Macintosh, examined exemplary multimedia hardware and software and the benefits of using multimedia in foreign language education. Each participant implemented multimedia into a foreign language lesson by authoring a HyperStudio stack.

Group projects are: *Internet in the Classroom*--Compile a list of useful Internet sources and a description of effective ways of using Internet for the foreign language classroom; *HyperStudio*--Develop HyperStudio stacks for the foreign language classroom and define a format that will allow students to personalize the stacks; *Technology Survey*--Survey participants' states to determine the number of high school foreign language teachers that use computers in the classroom and that use e-mail and distribute the results; *Short Story*--Use e-mail to help students in three schools collaborate in planning and developing HyperStudio stacks, dramatized videos, and a puppet show based on a children's story; *Distance Learning*--Prepare and field test class presentations for use in television distance learning using HyperStudio, Digital Chisel, and Passport Producer Pro.

Project Collaboration Requested

The Center encourages the profession to collaborate on the projects listed below. If you are interested in contributing to projects not listed here, contact the Center Director. Contributions used in the final project report will be fully acknowledged. All contributors will receive a copy of the final report at no cost.

Thematic Units. Submit thematic units for FLEX, FLES, and immersion programs. Contact: Jeanette Borich, 809 NE Michael Drive, Ankeny, IA 50021; e-mail: jemabo@aol.com

Elementary School-Middle School Immersion Program Articulation. Share information about articulation between immersion elementary school programs and middle schools. Contact: Jane Romer, Elon College, Elon College, NC 27244; e-mail: romerj@vax1.elon.edu

Curriculum Guide Identification Submit model curriculum guides that are spiraled. Contact: Bonnie Einstein, 2b Southwood Drive, Ballston Lake, NY 12019; e-mail: beinstei%albneric.bitnet

Learner-Centered Activities. Submit classroom-tested learner-centered activities. Contact: Dawn Santiago-Marullo, 11 Live Oak Ct.. Penfield, NY 14526; e-mail: dasm212@aol.com

Curriculum Obstacles. Identify obstacles (e.g., scheduling, teacher development) to implementation of K-12 curriculum and National Standards in your district. Contact: Evelyne Armstrong, 712 42nd Ave. NY, Gig Harbor, WA 98335; e-mail: evelynearm@aol.com

Curriculum Resources. Identify state, regional, and national on-going projects for which curriculum specialists committed to K-12 articulation can serve as resources. Contact: Nancy Gadbois, 86 East St., Southampton, MA 01073; e-mail: ngadbois@k12.ucs.umass.edu

Middle-High School Transition. Identify factors in your district that make for a successful transition. Contact: Dian Norby, 5625 Primrose Lane, Missoula, MT 59802; e-mail: fbbj57a@prodigy.com

Internet in the Classroom. Identify Internet sources useful for the foreign language classroom. Contact: Ingrid Berdahl, 3071 S. Buchanan St. #c-1, Arlington, VA 22206; e-mail: iberdahl@pen.k-12.va.us

Internet Applications. Submit classroom tested lessons using Internet applications. Contact: Cindy Kendall, 1950 Burkley Rd., Williamston, MI 48895; e-mail: ac946@leo.nmc.edu

Applications of Tool Software. Submit classroom-tested lessons for elementary and/or middle school that use tool software. Contact: Patsy Bohlen, 205 S. Tremont Dr., Greensboro, NC 27403; e-mail: bohlenp@turing.uncg.edu

Assessment Initiative

The Assessment Initiative is a collaborative effort between the Center for Applied Linguistics and the National K-12 Foreign Language Resource Center. The initiative leader is Nancy Rhodes, Center for Applied Linguistics, Washington, DC. This initiative is designed to help foreign language teachers develop guidelines or a framework for assessing the language of students in their own classrooms. The basis for these guidelines are the national K-12 student standards for foreign language education at levels four and eight that are currently being developed.

Through the Assessment Initiative an annotated bibliography of K-8 assessment instruments is being prepared. In October, 1994, ten experienced and practicing K-8 foreign language teachers will participate in a workshop together with researchers in assessment to brainstorm innovative assessment strategies for the foreign language classroom. Researchers and teachers will continue the dialogue about assessment throughout the school year with e-mail. Following a second workshop, draft assessment guidelines will be developed, piloted, published, and disseminated to the public.

Conference Sessions Offered

In addition to workshops and conference sessions offered in their district, state, and region by institute participants, Center leaders will be sharing information about the work of the Center at the following regional and national conferences:

Advocates for Language Learning. October 21-24. College Park, MD.
What Do K-6 Teachers Want to Know About Curriculum, Assessment, and Technology?

American Council on the Teaching of Foreign Languages. November 18-20. Atlanta, GA.
Meeting the Needs K-12 Teachers: Advances in Curriculum, Assessment, and Technology

Central States Conference, Southwest Conference, Pacific Northwest Council Joint Conference. March 30-April 2. Denver, CO.
K-12 Curriculum: Exploring the Challenge of Articulation.
Successful E-mail Training of Foreign Language Educators

Future Center Initiatives

Center plans include summer institutes in 1995 and 1996 pending renewal of funding. Plans for the summer of 1995 will be announced in November 1994. Among new institutes to be offered in the future are the *Culture Institute* to be led by Eileen Lorenz, Montgomery County Public Schools, Maryland and the *Authentic Literature Institute* led by Mari Haas, Teachers College, Columbia University, New York. If you would like to receive Center mailings about future initiatives, please contact Center Director, Marcia H. Rosenbusch.

Marcia H. Rosenbusch, Director, National K-12 Foreign Language Resource Center, 300 Pearson Hall, Iowa State University, Ames, IA 50011 Telephone: 515-294-6699; Fax: 515-294-2776 or 9914; E-mail: nflrc@iastate.edu

FLES Reviews. . .

Reviews of literature and materials of interest to FLES teachers are included in each issue. Although the reviews have been divided into French, German, and Spanish, you may find materials of interest to all FLES teachers in each section as well as language specific material. If you are acquainted with FLES materials, books, or articles that would be of interest to other FLES teachers, please send information about them to the appropriate reviewer.

FRENCH: Cathy Stone, Box 247
Ogden, IA 50212
GERMAN: Chris Joslin, 2612 38th St.
Des Moines, IA 50310
SPANISH: Leslie Schrier, 814 Independence
Pella, IA 50219

FRENCH

Kodjak Hippel, B. (1992). *French from Four to Seven.* Upper Montclair: The Early Childhood Press. Available from Early Childhood Press, Suite 108, 551 Valley Rd., Upper Montclair, NJ 07043 (201-744-2756). Book alone is $26.95; with cassette is $35.90; postage and handling is $3.00.

If you are looking for a book that is rich in culture and authentic language or a book that contains songs with gestures and authentic rhymes, then *French from Four to Seven* is your book. In this book, designed for the youngest learners, the author has arranged the units, "in the order of topics that follow the hierarchy of values in a child's world." There are over twenty-one chapters starting with *Les Numéros* and including *La Famille, La Maison, Les Animaux, Les Vêtements, Les Jours de la Semaine,* and many more. In the unit on the parts of the body, the author has included Total Physical Response commands, puppet making, dialogues, and songs such as *Alouette, Savez-vous Planter les Choux?,* and a famous Canadian camping song involving body parts. All teachers, not just those of the very young, will enjoy having this book in their library.

Combined CSC Conference will be Held in 1995

The spring Central States Conference will be held in Denver, Colorado, in a combined conference with the Southwest Conference and the Pacific Northwest Council. The conference will be held March 30-April 2, 1995. The theme of the conference is, "Exploring New Frontiers." For conference registration information contact **Jody Thrush, CSC Executive Director, 3550 Anderson St, Madison, WI 53704.**

GERMAN

Der Rattenfanger von Hameln. (1992). ((H. Hutchinson, Adapt. and B. Profitt, Trans.) Cincinnati, OH: AIMS International Books.

This adaptation of the familiar story of the Pied Piper is written for beginning language students. The story begins with a list of characters and simple emotions that are expressed through whimsical cartoon drawings. The story is told over twenty pages with four or five lines of text per page. Each line is illustrated by a cartoon depicting the action. An unusual, and perhaps more humanitarian, twist to the ending of the story has the Pied Piper being paid by the frantic townspeople, after which, he returns the children to their grateful parents. The villain, the greedy *Burgermeister*, is exiled to the woods to live with the rats which have also been exiled. With just a small amount of vocabulary, beginners will be able to understand this story—terms such as happy, sad, men, women, children, houses, city, and streets are used. This book is available in many other languages including French, Spanish, Italian, Japanese, Chinese, and Russian.

Spanish

Davis, I. T. (1991). *El regalo de Modestita: Una historia para la Navidad.* Minneapolis, MN: Augsburg Fortress Press.

El regalo de Modestita, is a charming Christmas story written in a bilingual format by Inez Torres Davis who is a Mexican-American writer living in Flint, Michigan. The book is beautifully illustrated by Kate Brennan Hall. The story is presented in four sections: Modestita' selection by her classmates to make the Christmas *piñata,* the creation of the *piñata*, following the children as they make *la Posada*, and the children's party. The elementary school Spanish teacher can use this story as a way to illustrate Hispanic Christmas traditions. Children can copy Modestita's directions for making a *piñata* in the form of a star. The directions given for making the *piñata* could easily be made into a Total Physical Response activity as well. The story is presented chronologically so that it need not become a time-consuming one-time activity but could be used as an ancillary activity to augment the curriculum. If you are looking for a story about Hispanic holiday traditions, *El regala de Modestita* would be an excellent choice.

Note: For those of you interested in receiving a catalogue that offers some of the books that have been reviewed in this column plus many bilingual instructional aides, send for a free catalogue: Niños, P. O. Box 1163, Ann Arbor, MI 48106-1163.

NNELL's *FLES News* to Take on New Look

One of the 1993-1994 goals of National Network for Early Language Learning (NNELL) was to encourage more understanding and support for early language learning on the part of college and university professors. One way to reach that goal is to support more research in K-8 foreign language learning and the dissemination of these research findings. In January of 1994, NNELL's President Audrey Heining-Boynton appointed Professor Ali Moeller of the University of Nebraska-Lincoln to chair an ad hoc committee to explore the issue of a refereed journal that would deal with issues of foreign language education for children.

One of the peculiarities of higher education is that a discipline is not considered a "field of study" unless it has its own refereed journal. A refereed journal has a board of editors who review articles to recommend them for publication.

After months of extensive study, Moeller's committee recommended that a "stand alone" journal in addition to *FLES News* was not financially possible at this time. What was recommended was that *FLES News* formalize its editorial board in order to become a recognized refereed journal. The ad hoc committee discovered that *FLES News* has been, in essence, a refereed journal. Currently, several NNELL officers vigorously referee all major articles for publication. Only a portion of all articles presently submitted are ultimately printed. Because of this recommended change from newsletter to journal, the name *FLES News* will also be changed.

The NNELL Board voted on the Moeller Report, and unanimously supported its recommendations. Heining-Boynton maintains that "this is an extremely positive step forward for NNELL and the profession. We must keep pace with educational issues and continue to grow and evolve." Editor of *FLES News* Marcia Rosenbusch says of the coming changes:

> *FLES News* has provided an important means of networking for those involved in early language learning during the past seven years. The change from newsletter to journal is an exciting step for us to take. We will lose nothing of the quality and content we have had in the newsletter in the past and we will be able to provide readers with additional information of great importance and interest to the profession.

Heining-Boynton points out that, "these changes will not in any way diminish the readability of *FLES News*. NNELL will continue to be committed to the FLES practitioners, and our publication will continue to afford them an outlet for sharing creative ideas as well as provide them with the essential information of the profession. What the changes will provide is a respected forum for our colleges and universities that will continue to move us forward as a field." The readership can expect the changes by the September 1995 issue.

Reprinted from *FLES News* 8, 1 p. 12.

Marcia H. Rosenbusch, Editor
Iowa FLES Newsletter
Department of Foreign Languages
and Literatures
300 Pearson Hall
Iowa State University
Ames, Iowa 50011

IOWA**FLES**NEWSLETTER

A newsletter for teachers of Foreign Language in the Elementary School.

Volume 10 Number 3 Winter 1995

The Editor Writes . . .

Arriving six months late, and in the heat of summer, is this, the winter issue of the Iowa FLES Newsletter 10 (3). With this issue ten years of publication have been completed and the newsletter will cease to exist. Perhaps it is for this reason that it was difficult to sit down and prepare this issue.

I thank those organizations that helped to fund the newsletter through most of its existence—the Colleges of Liberal Arts and Science and Education at Iowa State University, the Iowa Foreign Language Association, the Iowa Humanities Board, and the Iowa Department of Education—and also, the subscribers who kept the newsletter going when funds were gradually cut. Many thanks to the classroom teachers who published articles and to the reviewers of French, German, Spanish teaching resources. Special thanks go to the Iowa Foreign Language Consultant, Paul Hoekstra, for his unwavering support and encouragement through these ten years.

As I look back at the first issue and review the goals of the newsletter, I believe they have been well met:

1. Informing FLES teachers about issues important to FLES in Iowa and in the nation.
2. Helping FLES teachers discover their common goals, priorities, and accomplishments.
3. Informing FLES teachers about opportunities that exist for their growth and development.
4. Calling attention to, and providing recognition for, outstanding performances by individuals and programs.
5. Providing a means of information gathering and reporting on FLES programs in Iowa (Iowa FLES Newsletter 1 [1], p. 1).

Yet, as times change needs change and new opportunities arise. I believe that we are currently experiencing one of the most exciting and important periods in foreign language history. No longer should Iowa elementary school foreign language teachers look only within their own state for information and guidance. It is imperative that Iowa teachers know what is happening in the field at the national level. Just consider the fact that foreign language has been named a core curriucular area in the national education plan *America 2000.* National student goals for foreign language education for kindergarten through twelfth grade are nearing completion and will be presented to the profession in November. Clearly, Iowa teachers need to be well-informed about the changes taking place at the national level.

Since the *Iowa FLES Newsletter* was established, the National Network for Early Language Learning (NNELL) has come into existence. The mission of NNELL is to "to promote opportunities for all children to develop a high level of competence in at least one language and culture in addition to their own and to coordinate the efforts of all those involved in early language education."

From the time when NNELL was founded in 1987, the organization has published *FLES News.* Beginning in the fall of 1995, *FLES News* will cease to exist. NNELL will transform its newsletter into a journal: *Learning Languages: The Journal of the National Network for Early Language Learning.* By establishing a journal, (the only one in the field dedicated to early language learning), the profession and the public will better hear the concerns of early language educators. It makes good sense for Iowans to be part of this national network and to keep informed about national issues that affect early language learning through its journal. To become a member of NNELL and to receive the journal, complete and send in the membership form included in this issue.

Because of a number of requests, NNELL is currently exploring the idea of allowing NNELL chapters to be established. Iowa is one of three states that are trying out the concept of a state chapter during 1995 (see "Iowa Pilots NNELL Chapter," page 6). I strongly encourage you to become part of the Iowa NNELL chapter and to attend its second meeting of 1995 at the upcoming Iowa Foreign Language Association (IFLA) Conference this fall (see "Attend IFLA this Fall," page 9). One of the topics at that meeting will be whether to offer a spring workshop in 1996 for Iowa early language educators.

Elementary school foreign language programs have changed in many ways in Iowa since 1985. Those changes have been well-documented through this newsletter. It is fitting then, that in this final issue, an update on Iowa's programs be included (see insert). This information will also be mailed to all School Superintendents during the fall of 1995. If

(Continued on page 2)

Editor Writes . . . *Continued from page 1*

your school has an elementary school foreign language program that is not listed here, please contact me at the address listed on the back of this newsletter. We plan to continue to update this information as changes occur.

See you at the IFLA networking session for the Iowa chapter of the National Network for Early Language Learning! Together we will continue to work for the good of early language learning in Iowa.

Marcia Harmon Rosenbusch
Editor

Announcing K-8 Foreign Language Assessment Bibliography

The National K-12 Foreign Language Resource Center at Iowa State University and the Center for Applied Linguistics are pleased to announce that an annotated bibliography of K-8 assessment materials, techniques, and resources will be available shortly from the ERIC Clearinghouse on Languages and Linguistics. To request an order form, please contact: Lynn E. Thompson, Assessment Initiative, Center for Applied Linguistics, 1118 22nd Street NW, Washington, DC 20037 (202-429-9292). Contributors do not need to order a copy—they will receive a complimentary one.

NEH Fellowships Available

It is not too early to begin preparing your application and planning your project for the 1996 National Endowment for the Humanities Fellowship Program for Foreign Language Teachers K-12. Applications are due October 31, 1995. For information and an application form contact: Naima Gherbi, Program Director, NEH Fellowship Program for Foreign Language Teachers K-12, Connecticut College, 270 Mohegan Avenue, New London, CT 06320, (203-439-2282; Fax: 203-439-5341). Among the 60 recipients of the 1995 summer fellowships are 13 elementary school teachers whose addresses and project topics are listed below. You may contact fellowship recipients for more information about their projects or about participation in the NEH Fellowship Program.

Huei-Chi Connally, Academy of World Language, 2030 Fairfax Avenue, Cincinnati, OH 45207 (518-872-7300). *Chinese Folk Art and Its History.* China.

David S. Downs-Reid, Robbinsdale Language Immersion School, 3730 Toledo Avenue North, Robbinsdale, MN 55422 (612-521-6927). *Mayan Life Along La Ruta Maya.* Mexico, Central America.

Timothy J. Easley, Spring Creek Elementary, 72961 Highway 1061, Kentwood, LA 70444 (504-229-8363). *Culture of Quebec Through Children's Literature.* Quebec.

Juliette F. Eastwick, The Bryn Mawr School, 109 W. Melrose Avenue, Baltimore, MD 21210 (410-323-8800). *Rhythms of Song and Play in France for Grades K-5.* France.

Marilyn G. Garcia, Buena Vista Alternative, 2641 25th Street, San Francisco, CA 94110 (415-695-5875). *Cultural Transmission of Mathematical Thinking in Spain.* Spain.

Susan O. Helley, St. Joseph School, College & Chestnut Street, Conway, AR 72032 (501-329-5741). *Bolivian Games and Stories.* Bolivia.

Melissa A. Lonneman, Grahamwood Elementary, 3950 Summer Avenue, Memphis, TN 38122 (901-325-5952). *French Children's Literature.* France.

Sharon E. Park, Denker Avenue School, 1620 West 162nd Street, Gardena, CA 90247 (310-327-9420). *Aspects of Korean Traditional Culture.* Korea.

Philip Pasmanick, Buena Vista Alternative, 2641 25th Street, San Francisco, CA 94110 (415-695-5875). *The Cultural Evolution of Folk Verse in Cuba and Spain.* Cuba, Spain.

Marcia J. Pastorek, Trinity Episcopal School, 1315 Jackson Avenue, New Orleans, LA 70130 (504-525-8661). *Folk Tales and Legends of Quebec.* Canada.

Jean R. Rinco, Hunter Elementary School, 71 East 94 Street, New York, NY 10128 (212-860-1292). *Spanish Through the Art of Flamenco for Grades K-6.* Spain.

Marie-Pierre G. Wolf, Fox Hollow French Immersion, 5055 Mahalo Drive, Eugene, OR 97405 (503-344-7535). *Literature and Culture for French Immersion Programs.* France.

Feng Ye, Waialae Elementary School, 1945 19th Avenue, Honolulu, HI 96816 (808-733-4880). *Elementary Chinese Through Songs and Dances.* China.

GEE-WHIZ! OGRAPHY

Mercia Foster
K-12 Spanish Teacher
Charles City, Iowa

Chris Joslin
K-12 German Teacher
Des Moines, Iowa

March of 1994 was the beginning of our "messy story," or at least one chapter of it. Our story developed into a tremendous experience and a wonderful opportunity for both of us to stretch our foreign language skills into the realm of geography and culture. We want to share it with you now because the opportunity to participate in a similar adventure may be open to you next summer.

As elementary school foreign language teachers we understand the importance of teaching across the curriculum in order to include meaningful content in our lessons. We reinforce the subjects being taught in the regular classrooms in order to make our foreign language more relevant to the students. We incorporate culture and geography, almost as a given, into our language lessons. Indeed, research supports interconnecting language and content for meaningful learning of the foreign language.

The Geographic Alliance of Iowa (GAI) is promoting similar techniques for integrating geography into other subject content areas as a means of increasing students' knowledge of geography. Together, the GAI, the University of Northern Iowa (UNI), and the Iowa Department of Education combined forces and, with financial support from National Geographic Society, sponsor summer institutes for Iowa K-12 teachers in any field who are interested in including more geography in their curriculum. The need for connecting geography with other content areas is as important as the need for content-based foreign language classes. Another similarity between these two areas of study is that both geography and foreign languages are on the endangered species list.

In March, 1994, Chris learned of an intriguing summer institute when her interest in global studies and flags from all countries led her to ask questions at the Geographic Alliance of Iowa's information booth at the Des Moines Public School's teacher in-service. A simple question concerning the flags of Denmark and Greenland led to a discussion about a two-week GAI institute at which teache[illegible] given intense instruction in all aspects of geography. When she learned that not only was the institute free to participants, but included a stipend that more than covered the fee for graduate hours and costs of printing teaching materials, she grabbed application forms, ran home, and called Mercia. In a rush of enthusiasm, she told Mercia to apply as soon as the forms reached her because there were only two days left before the application deadline. Without really knowing what she was being told to apply for, or whom the institute would accept, Mercia sent in her registration. Later that spring, the story really got messy when they were both accepted into the program.

The institute included two weeks at the UNI campus as well as a one-day orientation session which was held at Springbrook Education Center near Des Moines. At Springbrook, the participants met for the first time and were introduced to the five themes of geography. They were asked to recall the foods they had eaten for dinner the previous evening. Then the groups discussed briefly the origin of each food. "Everything you eat is geography," was lesson number one. They then checked labels in their clothing and helped others check—a definite class participation ice-breaker. It was amazing to realize that clothing, shoes, watches, pens, glasses, and handbags could have origins that were so world-wide. "Everything you wear is geography," was lesson number two.

These two simple lessons started our wheels turning. All that would be needed to teach these lessons in a foreign language class are the basic vocabulary for food and clothing and the names of countries around the world. Students could even develop a graph or display about where the items originated or they could graph the number of items originating from each country or from a particular continent. This activity could also be good for reviewing numbers and would add the possibility of examining nutrition, eating habits, and the growing prevalence of a world-wide market.

June, the month of the institute, came much too quickly. Each participant was asked to bring to the institute a lesson in which geography was used successfully in their current classroom. These lessons were to be taught in small groups and then summarized in the large group. Participants were given suggestions on how to improve the activity and sources for additional information that might be added to the activity, as well as encouragement and support. A copy of each revised lesson was given to every participant, which resulted in a cornucopia of excellent, classroom-tested lesson ideas that reflected a multitude of hours of research and refinement. But, that was only the end product or result of a very busy two weeks. The process awaits description.

Before the presentation of lessons occurred, we spent eighty-one contact hours with university professors of geography in lecture and discussion, on field trips, and in hands-on experiences that used the latest technology. The major lectures were given by Dr. Phil Gershmehl of the University of Minnesota and Dr. Rex Honey of the University of Iowa. Dr. Gershmehl introduced us to the term "messy stories," and to how geography

(Continued on page 4)

Gee Whiz! Ography *Continued from page 3*

could be used to untangle and explain them. You may think that Wall Street is located in New York because of the inspiration of a marketing genius. In reality, it all boiled down to logical geographic common sense facts. (But that is not only a messy story, but a long and complicated one.) Dr. Honey lectured on cultural geography, focusing on how religion and economics affect culture and are themselves affected by the geography of a particular region. There were lessons on cartography and on how maps can be made with raw and "cooked" data to reflect positive and negative aspects of an area. We had lectures on literary geography that opened our eyes to how geography influences the arts. One need only look at a Grant Wood painting or read a book by Laura Ingalls Wilder to appreciate this aspect of geography. Literary geography is rarely mentioned in typical school books but could very easily be a part of a foreign language curriculum.

Indelibly etched in our minds were the five themes of geography. Before this institute, most of us felt that we were incorporating geography into our classrooms by teaching the locations of countries, their capitals, and the most note-worthy exports or cultural aspects. We learned at the institute that what we had been teaching was the first theme, or *location*, which is the position of a place on the earth's surface. There are two types of location. One is "absolute location," which is the coordinates of longitude and latitude or specific addresses. The other is "relative location," or where something is located relative to another known landmark, for example, the third house on the left, or on the boat at the bank of the river. The second theme is *place*, which is described by the characteristics that distinguish it from other places, such as the pyramids in Egypt, the prairies and loess hills of Iowa, or the mess in my basement.

The third theme is *human environmental interaction*. This theme describes how people have used and abused the environment in their efforts to stay alive or to earn a livelihood. Examples of this could be dams built on the Colorado River to provide water to southern California, or the pollution that emanates from factories, or even why homes are built of differing materials around the world. The fourth theme is *movement* which is how people, thoughts, and ideas move from one place to another. This theme can be easily utilized in a foreign language classroom in relationship to the colonization by European countries which spread the Spanish, German, and French languages around the world. The fifth theme is *region*. A region is an area that is defined by a common criteria such as climate, land forms, or political beliefs. This theme could be used to differentiate the northern coastal plains of Germany from the wine-producing areas or the Catholic south from the Evangelical north.

Many students only learn as much about the world as we teach them in foreign language classes. If we limit our teaching to a list of countries names and locations, all they have as an end product is a list of information. We can use our language classes to teach important information about the entire world, not only the specific regions where the language we teach are spoken. We can use the five themes to help us focus on global issues as well as to see the world as an integrated whole. By teaching this information we can make our classes more interesting and more relevant to our students. They will be challenged to understand the world community today.

While there are certainly a multitude of teachers doing a great job of encouraging an interest in geography, there are clearly not enough of them. In 1983, the Dallas Times Herald administered tests in geography, science, and math to twelve-year-old students in eight highly industrialized nations. The results indicated that American students ranked a weak fourth among students taking the geography portion. Among one group of American students taking the test, more than 20% could not locate the United States on a world map and over 20% incorrectly identified Brazil as the United States (Joint Committee on Geographic Education of the National Council for Geographic Education and the Association of American Geographers 1982). College students fare only a little better. In a recent survey of global understanding by the Educational Testing Service, among more than 300 undergraduates in 85 American two- and four-year institutions, the mean score for the entire student sample was 42.93 out of a possible 101 points (Joint Committee on Geographic Education of the National Council for Geographic Education and the Association of American Geographers 1982). Obviously there is a need for geography instruction.

We found out that geography, like foreign language, is best taught when the teaching: 1) includes meaningful content that reflects higher order thinking skills, 2) goes beyond learning lists of names and facts, and 3) increases the students' ability to make educated decisions for the future. Geography is really the study of where things are and why they are there. It affects decisions that we make each day. But, as in Dr. Gershmehl's "messy stories," this information does not stand isolated and alone. Rather, it is intertwined, interdependent, and sometimes very difficult to separate out. Similarly, it is very hard to teach a foreign language without knowledge of the language as a verbal as well as a cultural form of communication.

Language and culture are dependent on geography (location). Location is why the Eskimo language has a multitude of words for snow and Hawaiian has a multitude of words for lava. Languages change throughout history (place and human environmental interaction) especially through advancement in technology. Twenty years ago "FAX" would have been a nonsense word. Languages spread (movement) through trade, colonization and conquest. Different areas speak in dialects (regions), dependent on isolation, climate, and culture. The separation of French from Spanish evolved largely because of the geographical obstacle of the Pyrenees.

We hope that you will consider applying for the 1996 institute of the Geographic Alliance of Iowa. We know that the long hours of lecture, the cafeteria food, the adjustment to dorm life, and the loss of two weeks of your well-deserved summer vacation will be more than compensated by the wealth of information you will gain, to say nothing of the wonderful materials that you will be given. We received a plethora of maps, a library quality atlas, a game from the National Geographic Society, as well as two notebooks on information about Germany from InterNationes. Plus, we made some great friends and proved once again that foreign language teachers can be most entertaining. Should you desire more information about joining the Geographic Alliance of Iowa (it is free!) or about the 1996 summer institute, please write to the following address. (A word of warning: you may not want to mention our names. We did eventually reduce the director to tears—but that is a very messy story!)

(Continued on page 5)

Gee Whiz! Ography *Continued from page 4*

Geographic Alliance of Iowa
Department of Geography
University of Northern Iowa
Cedar Falls, IA 50614-0406
Telephone: 800-601-3899

The end of our saga is the beginning of another. We received three graduate hours of credit in the field of geography and we are now Teacher Consultants for the GAI. We have given workshops and presentations at our local schools, service groups, church groups, the 1994 IFLA Conference, the 1995 Central States Conference, and in June, we presented at the 1995 GAI summer institute. The connection between foreign language and geography continues to excite us with ever-expanding ideas for making foreign language classes not only exciting, but relevant to the future. Our stories may be getting messier but our interconnectedness is becoming clearer.

Reference

Joint Committee on Geographic Education of the National Council for Geographic Education and the Association of American Geographers. (1982).*Guidelines for Geographic Education: Elementary and Secondary Schools.* Preface. Indiana University, PA: Author.

Jeanette Borich Receives Honors

Congratulations to Jeanette Borich for several honors she has received in this past school year!

Jeanette was named Educator of the Year for the Elementary School Level by the Iowa Foreign Language Association (IFLA) at its fall conference. Jeanette teaches Spanish in grades 1-6 in the Ankeny Community School District. She has been a Spanish teacher for 20 years and has worked at all levels of instruction K-12. In recent years she has presented at the spring Iowa FLES Workshops, the IFLA conference, and the Central States Conference. She was a contributor to the recently published junior high version of the new Spanish textbook *¡Bravo!* by McDougal Littell, Houghton Mifflin. She is the Iowa representative for the National Network for Early Language Learning, and was key in organizing the spring workshop sponsored by the Iowa chapter of NNELL in February at Iowa State University.

Jeanette received a second honor this year at the Central States Conference held in Denver, Colorado, in March, 1995, where she was awarded a grant by the Fundación Cultural Yucatan to complete a project in the state of Yucatan, Mexico. Jeanette had proposed a study on traditional celebrations and folk festivals, which she completed in June.

Jeanette was also named lead teacher of the Spanish children's demonstration class for the Teacher Partnership Institute of the National Foreign Language Resource Center, which was held in July at Iowa State University. Jeanette used the information she gathered on celebrations and festivals in the Yucatan in teaching the children's class.

Foreign Language Teaching Assistants Available

The Foreign Language Teaching Assistant Program offers U.S. educational institutions an opportunity to engage a native speaker for their language teaching programs. Under the auspices of the program, Austrian, Belgian, Chinese, French, German, Italian, and Mexican university students or young teachers come to U.S. elementary and secondary schools, colleges, and universities as native informants to serve in language classes or in language houses on campus.

The duties of the assistants may consist of teaching, serving as resource persons in conversational situations, working in language laboratories, animating clubs, directing a language house or table, directing extracurricular activities, etc. In return for the services of the assistants, U.S. host institutions provide the FLTAs room and board, a waiver of tuition, and a stipend, which usually ranges from $300 to $500 per month. In some cases, homestays may be arranged in lieu of room and board. Assistants from Germany may be eligible for a grant from the German Marshall Fund of the United States to supplement award offers.

Candidates are chosen first by the cooperating agencies in their home country. The Institute of International Education (IIE) reviews candidate dossiers and submits dossiers of appropriate candidates to participating US institutions which then make the final candidate selection. IIE coordinates placement and provides administrative supervision throughout the academic year. Participating institutions are charged a nominal fee of $200 for each candidate accepted as a language assistant and are billed at the start of the academic year that the assistantship begins.

For further information, please contact: Soraya Hurtado, Manager, FLTA Program, Institute of International Education, Placement and Special Services, 809 United Nations Plaza, New York, NY 10017 (212-984-5494).

Iowa Pilots NNELL Chapter

Jeanette Borich
K-6 Spanish Teacher
Ankeny, Iowa
Iowa Representative for NNELL

Last fall during the Iowa Foreign Language Association (ILA) National Network for Early Language Learning session, participants expressed disappointment in the length of time available to meet together to discuss needs of early language learners and their teachers. Also discussed was the need for a spring workshop to share teaching ideas, network, and join together as a group to discuss problems and concerns. As a result of the fall IFLA meeting, plans were made to schedule a February workshop for the first annual Iowa Network for Early Language Learning Workshop at Iowa State University.

At the national level NNELL has encouraged networking at the state conferences for foreign language. However, national leaders are aware of a growing need for local groups to organize and meet more regularly. Iowa was chosen to be among three state groups to more formally organize and to facilitate a more active membership in NNELL. As a first step Iowa representatives for NNELL, Donna Grundstad, Mercia Foster and Jeanette Borich communicated via e-mail and phone calls to get a spring workshop day planned. Marcia Rosenbusch assisted in mailings and in scheduling the location of the meeting and lunches. Donna Grundstad assisted in taking registrations and in mailing confirmations to the registrants.

Four morning sessions were well attended. For the first session over 40 participants chose between two sessions concurrently. Paris Sangrene of the Ankeny Elementary Community Schools presented, "I Can Communicate!" She demonstrated how students at the elementary level can talk about likes and dislikes, nationalities, and professions within an articulated curriculum. Although examples were given in French, participants learned that ideas presented could help learners of any language to communicate. Concurrently Holly Kaptain of the West Des Moines Elementary Schools explained and demonstrated how an elementary foreign language teacher can develop a content-based curriculum for different grade levels. Examples of actual lessons were presented in Spanish. Participants also learned how to find and create materials to accomplish goals and still have time to teach. Examples of actual lessons were presented in Spanish. See previous issue of the Iowa FLES News Vol 10, #2 entitled, "A Thematic Unit: Animals and Their Habitats" for additional information on Holly's presentation.

For the second session participants attended one of two more concurrent sessions. Alicia Van Bergen of the Gilbert Elementary Schools presented a social studies unit on the rain forest. She showed how the unit can be taught in Spanish and integrated with various content areas in addition to social studies—math, art, science, music, and language arts. At Gilbert Elementary the 6th graders culminate the unit by visiting the Lied Jungle at the Omaha Zoo.

Chris Joslin, Urbandale Middle School and Mercia Foster, Immaculate Conception School in Charles City teamed up for the last morning session. Their presentation provided information on incorporating content-based geography in the FLES classroom. They talked about how teaching geography in the target language will help your students gain a global perspective. Examples of actual lessons showed how to expand geography lessons with meaningful content and add a cultural dimension as well to the language classroom. Chris and Mercia look forward to sharing more on this topic at the Central States Conference for Foreign Languages in Denver, March 28.

All participants were able to network further during lunch at the Memorial Union. Sharing ideas and concerns helped warm participants—despite the bitter cold temperatures of the day. The day was concluded in an organized meeting during which we continued discussing our agenda from the Iowa Foreign Language Conference NNELL meeting last fall.

Our afternoon meeting, attended by approximately 28 persons and chaired by Mercia Foster, began with introductions and sharing of addresses. Topics discussed throughout the meeting were quite varied. Among the many topics, discussion of federal funding available for elementary foreign language programs was one of the most important. For more information local districts seeking funding should contact Paul Hoekstra at the Department of Public Instruction. In developing strong programs participants agreed that initially parents are the key, and as programs develop their continued involvement helps maintain interest in a good FLES program.

Another topic discussed was the importance of strong program models. If programs are set up without articulation with secondary language programs and if the instructional time of FLES teachers is spread too thin, programs are in significant danger of failure. One additional topic discussed at length was the difference in emphasis and teaching methods at the elementary and secondary levels. Marcia Rosenbusch talked about the progress made in the development of National Standards in Foreign Language education toward this end. The standards give renewed credibility to elementary foreign language programs in terms of the value gained by students learning languages at an early age.

A most successful day was concluded with participants sharing teaching ideas and activities. Future plans for INELL include meeting for a longer period of time at next fall's IFLA in Des Moines. The search for presenters for our second annual INELL spring meeting will begin at that time. Please consider sharing your ideas and plan to present at this important meeting!

For the first time ever a joint conference of
Advocates for Language Learning (ALL)
and
Second Language Acquisition by Children (SLAC)

will be held in Fullerton/Anaheim, California, on November 15-17, 1995. This conference will be held in conjunction with the annual meeting of the American Council on the Teaching of Foreign Languages (ACTFL). Plan now to attend this state-of-the-art conference. The following topics will be addressed in the conference sessions or the three-hour pre-conference workshops:

- Current research into second/foreign language acquisition by children (up to and including pre-adolescents)
- Rationale for programs teaching a second/foreign language to children
- Successful existing second/foreign language programs for children
- Evaluation procedures for programs as well as individual performance
- Specific suggestions on how to prepare and implement all types of second/foreign language programs for children (K-8)
- Innovative techniques, methods, texts, and materials for teaching a second/foreign language to children
- Problems and solutions in implementing, coordinating, and articulating second/foreign language programs for children from administrative viewpoints
- Ways and means to foster advocacy of and support for second/foreign language programs in the community
- Parent discussions.

For information, contact: Dr. Paul Garcia (ALL/SLAC) School District of Kansas City, Missouri, 301 East Armour Blvd., #620, Kansas City, MO 64111; telephone: 816-871-6317; fax: 816-871-6313.

New Teacher Preparation Publication Available

Colloquium on Teacher Preparation for Elementary School Foreign Language Programs, Proceedings of the New York Colloquium 1993 is a report on the second in a series of seminars supported by the Goethe Institute in cooperation with the American Association of Teachers of German. This 60-page publication, edited by Greg Duncan, features papers on current trends in U.S. teacher preparation, K-12 language standards, entry level and accomplished teacher standards, Goals 2000, a listing and description of current models for the preparation of elementary school language teachers, and a vision for the future. The appendices include an overview of the August 1994 draft of the National K-12 standards, the accomplished teacher standards from the National Board on Professional Teaching Standards, examples of elementary school language teacher competencies, and a questionnaire on teacher education and preparation. The 1991 and 1993 proceedings are each $22.00. Order from AATG, 112 Haddontowne Ct. #104, Cherry Hill, NJ 08034-3668.

Membership Form (1995–1996)

Please enroll me as a member of the National Network for Early Language Learning and send me a one-year subscription to *Learning Languages:* The Journal of the National Network for Early Language Learning (NNELL). I am enclosing my check for $15.00. Overseas rate is $18.00. (Make checks payable to NNELL.)

Name: ______________________________

Title or grade level: ______________________________

School or affiliation: ______________________________

Mailing address: ______________________________

City, State, & Zip: ______________________________

Telephone: ____________ FAX: ____________ e-mail: ____________

Check whether this address is ______ Home ______ School

____ Check here if this is a renewal. ______Check here if this is a change of address from last year.

Mail check (no purchase orders accepted) and this order form to:
Nancy Rhodes, Executive Secretary, National Network for Early Language Learning, Center for Applied Linguistics, 1118 22nd St. NW, Washington, DC 20037

Iowa Elementary School
Foreign Language Programs
(revised August 1995)

The goals of these programs are to acquire listening and speaking skills, gain an understanding and appreciation for other cultures, and acquire limited amounts of reading and writing skills. Lessons in early grades center around greetings, colors, numbers, food, days of the week, etc., and conversation focuses on topics children are familiar with e.g., family, pets, school, or the subject matter may also be drawn from the grade level curriculum. The goals of these programs are the same as or similar to the regular Level I high school curriculum.

School	Grade Levels	Language	Accept Visitors	Community School District Address	Phone
Albert City - Truesdale	4-6	Spanish	yes	Box 98, Albert City 50510	712-843-5496
Ankeny	1-5	Spanish	yes	PO Box 189, Ankeny 50021	515-965-9600
	1-5	French	yes		
Buffalo Center - Rake - Lakota	2-8	Spanish	yes	111 3rd Ave. NW, Buffalo Center 50424	515-562-2525
Burt	3-6	Spanish	yes	406 Bush, Burt 50522	515-924-3211
Grand Valley	4-6	Spanish	no	PO Box 68, 5th & Appanoose, Kellerton 50133	515-783-2201
Morning Sun	K-6	Spanish	yes	PO Box 129, Morning Sun 52640	319-868-7702
Pomeroy-Palmer	1-5	French	yes	202 East Harrison St., Pomeroy 50575	712-468-2268
	3-4, 6	Spanish	yes		
Price Laboratory School - UNI	6	Spanish	yes	19th & Campus St., Cedar falls 50613	319-273-2138
River Valley (Willow)	K-6	Spanish	yes	PO Box 188, 305 S Main, Quimby 51061	712-384-2568
Stratford	K-6	Spanish	yes	1000 Shakespeare, Stratford 50249	515-838-2208

Lake View-Auburn	1-6	French	yes	PO Box 110, 801 Jackson, Lake View 51450	712-657-2817
West Des Moines	1-2	Spanish	yes	3550 George M. Mills Civic Parkway, West Des Moines 50265	515-226-2720
Winfield-Mt Union	K-6	Spanish	no	PO Box E, 208 S Olive, Winfield 52659	319-257-7702

The information included here comes from three sources: 1) a questionnaire sent to Iowa schools in April, 1991; 2) a telephone survey in March, 1995, to update information on schools that had reported programs in 1991; 3) information about new programs known to the Iowa Department of Education. The preparation of this information was a collaborative project among the Iowa Department of Education, the Governor's Commission on Foreign Language Studies and International Education, and the National K-12 Foreign Language Resource Center, Iowa State University.

The project was carried out by Paul Hoekstra, Foreign Language Consultant, Iowa Department of Education (515-281-7806) and Marcia Rosenbusch, Director, and Arnika Brown, Assistant, National K-12 Foreign Language Resource Center, Iowa State University (515-294-6699).

Iowa Elementary School
Language Exploratory Programs
(revised August 1995)

The goals of these programs are to obtain a general exposure to language and culture, learn basic words and phrases, and develop an interest in foreign langauge for future language study. The aim is not fluency but rather exposure to other language(s) and culture(s).

School	Grade Levels	Language	Accept Visitors	Community School District Address	Phone
Belmond - Klemme	5-6	Spanish	yes	411 10th Ave. NE, Belmond 50421	515-444-3269
Camanche	5	Spanish	yes	PO Box 160, 702 13th Ave, Camanche 52730	319-259-3000
Cherokee	5-6	Spanish	yes	PO Box 801, 207 N 2nd St., Cherokee 51012	
Clearfield	1-2	Spanish	yes	Clearfield 50840	515-336-2353
Dallas Center - Grimes	6	Spanish	yes	PO Box 512, 1500 Linden Ave., Dallas Center 50063	515-992-3866
Des Moines Independent	1-5	Spanish	yes	1800 Grand Ave., Des Moines 50309	515-242-7857
Exira	K-2	Spanish	no	Box 335, Exira 50076	712-268-5555
Gilbert	5-6	Spanish	yes	103 Mathews Dr., Gilbert 50105	515-232-3740
Hinton	3-6	Spanish	yes	PO Box 128, Hinton 51024	712-947-4428
HLV	2-6	German	yes	PO Box B, Victor 52347	319-647-2161
Iowa City	4-6	French	yes	509 S. Dubuque St., Iowa City 52240	319-339-6800
	4-6	German	yes		
	4-6	Spanish	yes		
Jefferson-Scranton	6	Spanish	yes	Madison Ave. & Elm, Jefferson 50129	515-386-2188
Laurens-Marathon	K-5	Spanish	yes	Laurens 50554	712-845-4508
Muscatine	6	Spanish	yes	1403 Park Ave., Muscatine 52761	319-263-7223
Northeast Hamilton	K-6	Spanish	yes	PO Box 200-606 Illinois St., Blairsburg 50034	515-325-6202

Ramsen-Union	3-6	Spanish	yes	511 Roosevelt St., Remsen 51050	712-786-1101
Sentral	K-4, 6	Spanish	yes	Box 109, 308 310th St., Fenton 50539	515-889-2261
Sioux Central	6	Spanish	yes	505 Elm St., Sioux Rapids 50585	712-296-3227
South Page	K-6	Spanish	yes	Box 98, 606 Iowa Ave., College Springs 51637	712-582-3212
Starmont	6	Spanish	yes	3202 40th St., Arlington 50606	319-933-4902
Union	6	Spanish	yes	200 Adams Street, La Porte City 50651	319-476-5100
	6	German	yes		
Thompson	2-6	Spanish	yes	4th & Jackson, Thompson 50478	515-584-2231
Titonka Consolidated	3-6	Spanish	yes	Box 287, Titonka 50480	515-584-2231
Treynor	6	Spanish	yes	PO Box 369, 102 E Main St., Treynor 51575	712-487-3414
West Delaware County	6	French	yes	601 New St., Manchester 52057	319-927-3515
	6	Spanish	yes		

The information included here comes from three sources: 1) a questionnaire sent to Iowa schools in April, 1991; 2) a telephone survey in March, 1995, to update information on schools that had reported programs in 1991; 3) information about new programs known to the Iowa Department of Education. The preparation of this information was a collaborative project among the Iowa Department of Education, the Governor's Commission on Foreign Language Studies and International Education, and the National K-12 Foreign Language Resource Center, Iowa State University.

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The Iowa Foreign Language Association
announces the

1995 IFLA CONFERENCE
RENEWING THE COMMITMENT

Des Moines, Iowa
October 6-7, 1995

Conference fees: (same as last year) $55 includes:

- Two-day IFLA Conference registration
- IFLA membership dues
- Technology Fair
- Two continental breakfasts
- Two luncheons
- Refreshments during breaks
- Exhibitors' hors d'oeuvre social hour

($40 Saturday only, includes meal)
($10 full-time student, 1 or 2 days, excludes meals)
(Sorry: No Friday-only registration fee!)

Dates: Friday and Saturday, October 6-7, 1995
Place: Holiday Inn South, Fleur Drive, "across from the airport," Des Moines, Iowa (formerly the Crystal Inn—same site as 1994 IFLA Conference)

REGISTRATION AND PRELIMINARY PROGRAM
WILL BE MAILED TO YOU AT THE END OF AUGUST.

Die Deutchstunde Is a Reality!

A television program for K-12 teachers of German, *Die Deutschstunde*, supported by the Goethe Institute and produced by *Deutsche Welle* in Washington, DC, began broadcasting the first week of March. *Die Deutschstunde* features the latest available classroom materials and how to use them, what is going on in Germany, what is happening in U.S. education reform, *Deutschland aktuell* (clips from recent *Deutsche Welle* programs) with follow-up interviews, recent German rock music, German folk songs, cultural events taking place at the Goethe Institutes throughout the U.S. and Canada, information on study abroad for teachers and students, poets reading from their works, and many other topics.

Each weekly broadcast ends, with a quiz for students of German. Winners receive special prizes, such as CD-ROMs, books, pins, and T-shirts. Moderated by Claudia Hahn-Raabe of the New York Goethe House, the weekly half-hour broadcast *Die Deutschstunde* is available over SCOLA (Satellite Communications for Learning Associated), which already has a satellite hookup with over 10,000 schools in the United States. The program is aired on Sundays at 5:00 P.M. EST, 4:00 CST, 3:00 MST, and 2:00 PST. Those teachers who do not yet have a satellite connection to SCOLA may order the first three months of broadcasts (March, April, and May) from the American Association of Teachers of German (AATG), 112 Haddontowne Court #104, Cherry Hill, NJ 08034 (609-795-5553) for $25.00 (three 2-hour tapes). This includes postage and handling.

To assure that *Die Deutschstunde* meets teachers' needs, the cooperating organizations (*Deutsche Welle*, the Goethe Institute, and the AATG) are soliciting recommendations from teachers of German for future topics for *Deutsche Welle* as well as evaluations of the tapes which have already been developed. Contact the Goethe House New York (212-439-8700) or *Deutsche Welle* (202-393-7427) for further information.

Marcia H. Rosenbusch, Editor
Iowa FLES Newsletter
Department of Foreign Languages
and Literatures
300 Pearson Hall
Iowa State University
Ames, Iowa 50011